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ABSTRACT

This book contains practical information on creating a positive work climate within an organization. Twenty separate characteristics of successful "climate creators" are discussed. Information is also included on: (1) climate; (2) climate creators; (3) dynamic characteristics of climate creators; (4) the challenge of creating a positive climate; (5) assessing the climate; and (6) climate motivators. Characteristics of climate creators are discussed in the areas of: thought options; goals; self-reminders; problems; need analysis; intrinsic motivation; responsibility; effectiveness; enthusiasm; praise; humor; behavior and human doing; elements of control; invitations; time management; being alone; growth orientation; visualising, anticipating, and forecasting; love and fear, and love and skill; and change. (JMK)

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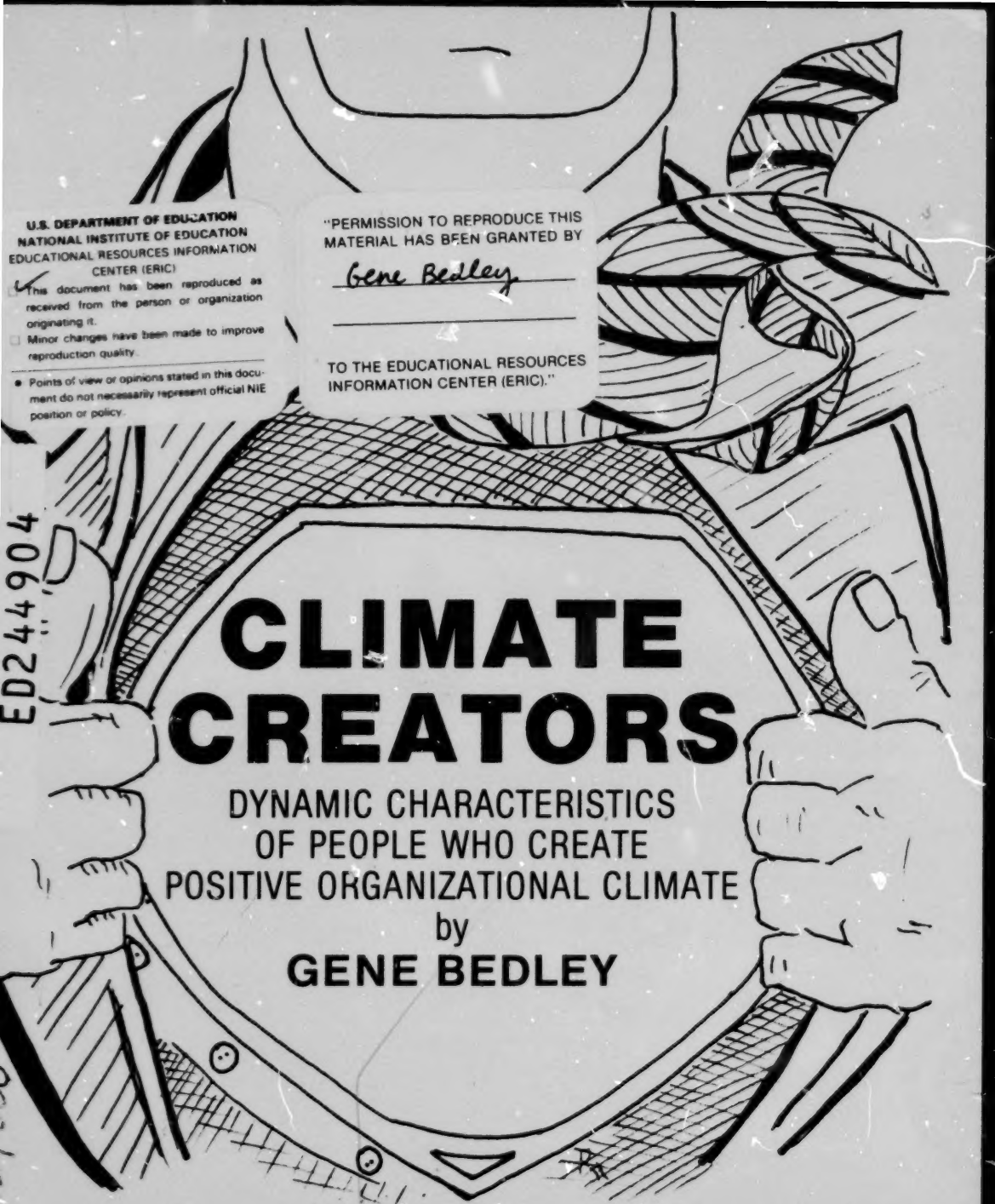

CLIMATE CREATORS

DYNAMIC CHARACTERISTICS OF PEOPLE WHO CREATE POSITIVE ORGANIZATIONAL CLIMATE

by

GENE BEDLEY

CLIMATE CREATORS

DYNAMIC CHARACTERISTICS OF PEOPLE WHO CREATE POSITIVE ORGANIZATIONAL CLIMATE

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ILLUSTRATIONS
RON HIEBERT

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Irvine, CA 92714

ENDORSEMENTS & ACKNOWLEDGEMENTS

For the past twenty years Gene has pioneered the development of hundreds of practical ideas toward improving organizational climate. No one is more qualified to write on this topic than Gene.

It is to our collective advantage to have a positive work climate and at last, there is a book to give us a step by step procedure on how to make this happen. We can thank Gene for his publication which gives us a clear understanding on how to provide for a positive working climate.

Jack E. Miller, President
C.A.M.S. INC.

In his new book Climate Creators, Gene Bedley has very concisely detailed the ingredients for a successful work environment. I heartily recommend it for anyone interested in reaching full organizational potential. Read it - you have everything to gain.

Eber Jaques
Executive Vice President
Del Taco, Inc.

When Gene told me I was a climate creator, I was flattered. Thanks for helping me recognize and affirm the principles so clearly stated in your book. I found them to be valid and effective.

Dan Lewis
Corporate & Personal
Investment Counselor

It is great to have a book that goes beyond identifying the problem. **CLIMATE CREATORS** is full of common sense and practical ideas.

This book is dedicated to the numerous people who make positive climate a reality. It is through your efforts that positive climate exists.

---Gene Bedley

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People-Wise Publications
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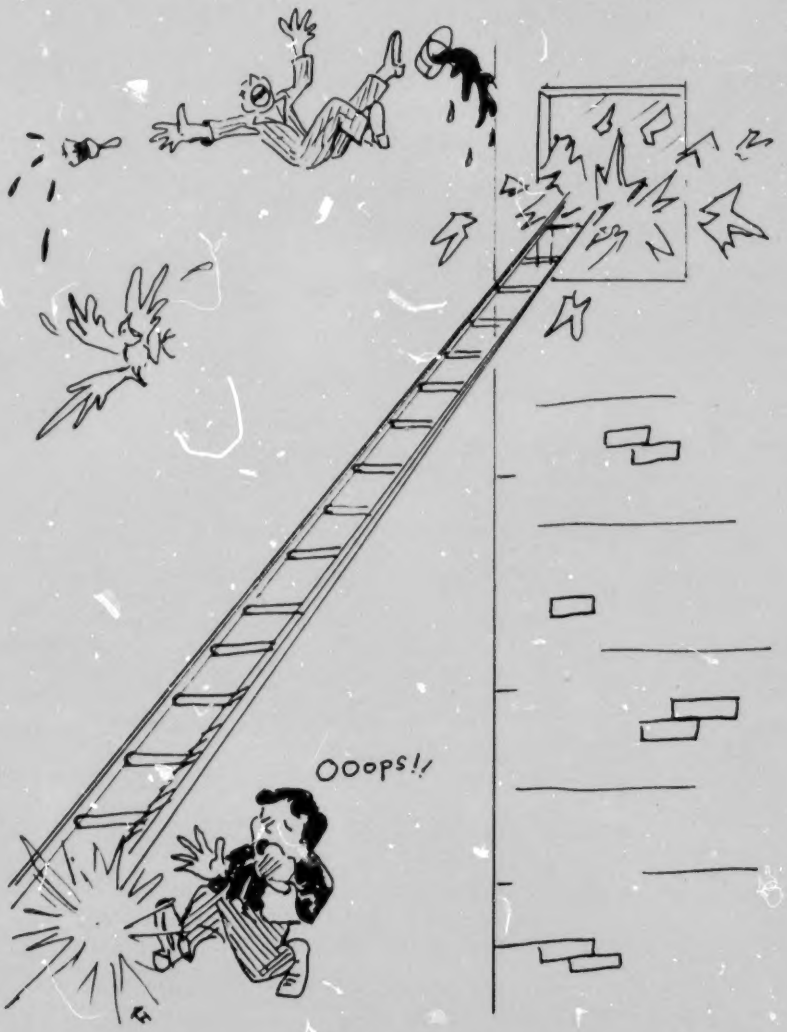
Irvine, CA 92714

I. CLIMATE- TWELVE FACETS OF ORGANIZATIONAL CLIMATE

1. Climate is both tangible and measurable.
2. Climate generates behavior.
3. Climate includes the collective perceptions about the organization of all those that work in the organization.
4. Climate, like weather, can change overnight.
5. Human beings are most adaptable. We can adapt ourselves to a number of different environments.
6. Climate, like the weather, is more interesting when it changes.
7. Climate is a set of conditions that surround people carrying out tasks.
8. Climate is fueled by people's emotions.
9. Climate is feeling tones existent in organizations. They are either negative, positive or neutral.
10. Organizations, like people, have characteristics and personalities which can be felt.
11. What happens to people the night or day before, largely determines what the climate will be on the following day.
12. The climate of an organization can have a profound effect on the level of productivity and the satisfaction of the employees.

The character of an organization is the extension of our personalities in the organization.

Gene Bedley



"To create and build may take the devotion and energy of a lifetime. To destroy can be the thoughtless and inconsiderate act of a moment."

Winston Churchill

II. THE CREATORS

"OUR MIND" SERVE IT DIVISIVE THOUGHTS AND IT WILL DESTROY. SERVE IT AFFIRMATIVE THOUGHTS AND IT WILL CREATE.

When an open, encouraging, supportive, and stimulating environment is evident, positive climate exists. When you have positive organizational climate, everyone benefits. Employers benefit by employee satisfaction and productivity. Employees benefit by high morale, positive self esteem, and pride in their work. The public benefits by receiving quality service and products. This book is about people, people who create organizational climate. It is not just another book on environment, but rather a thorough analysis of 20 behavioral characteristics that contribute most to a positive work climate.

There are basically three different types of individuals in an organization.

Individuals who *destroy* climate.

individuals who *maintain* climate.

Individuals who *create* climate.

Unlike books that devote their pages to simply describing the problem, **CLIMATE CREATORS** probes into the successful practice of individuals who contribute significantly to organizational climate.

Individuals who accept or maintain climate are similar to those who destroy climate because change is inevitable. Maintainance and acceptance of the existing environment is regressive and often mediocre. **CLIMATE CREATORS** make a predictable difference in how people feel about themselves. They know that *climate generates behavior.* If you adopt the principles included in these pages, you too can be a **CLIMATE CREATOR**. Look for these checks, ☑ , they will help you gain the skills necessary to be a **CLIMATE CREATOR**.

Individuals who destroy climate

Individuals who maintain climate

Individuals who create climate

Identify **CLIMATE CREATORS** in your organization and see that they are recognized. A certificate is included which you may want to present to those who contribute to a positive work climate (see **CLIMATE CREATOR** Certificate).

CREATORS & DESTROYERS

Climate Creators	Climate Destroyers
Listeners	Talk incessantly
Facilitate discovery	Solely lecture
Help people see that we can become more than our reality	Fix reality & make it immutable
Transmit information creatively	Transmit information mechanically
Stimulate active participation	Promote passive participation
Emphasize affective & cognitive development	Over-emphasize cognitive or affective development
Place emphasis on responsibility	Place emphasis on obedience
Foster excellence & creative divergency	Use temporal & lock steps systems
Engender continuous progress	Utilize arbitrary measures of achievement
Effectiveness measured by output	Effectiveness measured by input
Mission or task dictate grouping	Group people arbitrarily
Utilize teaching as learning	Rarely utilize teaching as learning
Utilize others as peer resources	Perceive themselves as the only resource
Encouraging	Punitive
Build cooperative environment with healthy competition	Utilize competition to total neglect of cooperation
Teach how to learn	Ignore learning how to learn
Regard own education as in-process	Regard own education as terminal
Involved in mainstream of political, social, artistic and intellectual thought	Remain outside of mainstream of political, social, artistic and intellectual thought

CLIMATE CREATOR

_____

Name

In recognition of your effectiveness, enthusiasm and positive contributions in creating a positive work climate.

Climate Generates Behavior

_____ _____

date

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III. DYNAMIC CHARACTERISTICS OF A POSITIVE CLIMATE CREATOR

They enhance the climate by enabling people to reach beyond their grasp.

- ☑ They seek a balance between productivity and satisfaction.
- ☑ They never build their own ego at the expense of others.
- ☑ They influence a change toward positive climate and morale problems, rather than making excuses for them.
- ☑ They have a *no limitation belief* about themself and others.
- ☑ They have faith in people, which is evidenced by their close, consistent, and compassionate *response* to others' needs.
- ☑ They analyze needs by intensely listening to others.
- ☑ They *convey* that people's ideas will be carefully considered and implemented when possible.
- ☑ They show special care by their interest in others' personal problems as well as job related challenges.
- ☑ They have an enthusiasm which causes others to want their leadership skills.
- ☑ They enhance the climate by enabling people to reach beyond their grasp.

- They have an inviting spirit.
- They have a positive mental attitude that fosters both encouragement and praise toward others.
- They contribute toward the cohesiveness of the organization by compromise, so as to attain group goals.
- They are the eternal learners that they want others to be.
- They celebrate successes along with identifying problems.
- They remember what their employer and others have done for them.
- They are as intrinsically motivated to spread the good news of others' accomplishments, as they are their own.
- They view problems as questions that need to be answered.
- They care.

IV. THE CHALLENGE

Planet Earth is confronted with an emergence of takers and the diminution of givers. Everywhere you look, you find creators and destroyers. Since the people in an organization are but a microcosm of the greater society, one could sit back and say, "That's the way the world is!" However, this book will not allow that type of thinking. You *can* design environments that make people productive, self-fulfilled, and creative. Employee morale *can* be high, and the organizational character *can* have *positive* feeling tones. This book will challenge you to adopt attitudes and behaviors that will enable everyone in the organization to experience a positive ethos.

Givers and Takers

CLIMATE CREATORS are *people who come and go, but are never forgotten.*

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When love and skill work together, expect a miracle.

V. ASSESSING CLIMATE

Ways to Assess the Climate

When Einstein's theory of relativity was propounded in the early 1900's, it was widely reported that only five people on the planet understood it. This is about five times more than the number of people who understand how to measure organizational climate. Research on indicators of positive organizational climate is, at its best, in its infancy. Yet the need to actively identify those who are more than survivors is long overdue. As we begin our investigation, it becomes clear that objective instruments are few and for the most part fragile. Some even say that there is no such thing as objectivity--even objective instruments used in evaluations are written by subjective people! Therefore, we need to feel comfortable with creative and subjective measures for assessing organizational climate.

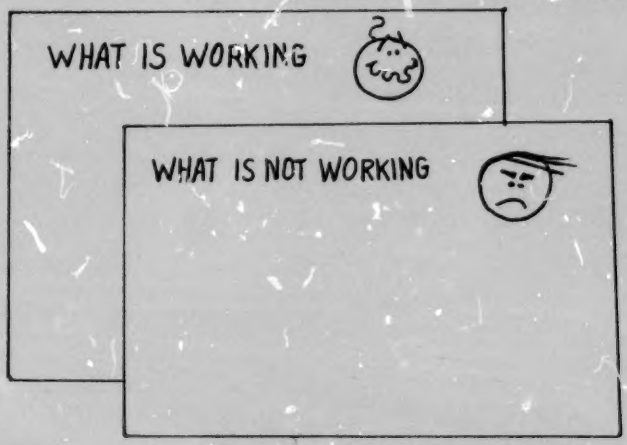
☑ You can assess the climate by using unobtrusive, non-reactive data techniques which means simply watching and observing what takes place in the front office and in each department. Observe from a distance how people are welcomed as they enter your building. Observe how secretaries greet people. Notice the opening and closing of telephone conversations. Observe processes for various tasks.

☑ You can include a "What goes on at this station card" which outlines expectations. Employees need to know the critical aspects of each station, classroom or area, if effectiveness is to be realized.

WHAT GOES ON AT THIS STATION

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

☑ You can assess the climate by occasionally asking employees to fill out the "What's Working/What's Not Working" card (see What's Working/What's Not Working cards). Not only do these cards give you initial base line data to assess your climate, but they also, when compared one time of the year with another, can determine how climate is progressing.



☑ You can assess the climate in an organization by asking employees to list four characteristics of people they know who contribute to a positive climate (see Climate Ladder). Ask employees to list four characteristics of people who do not contribute toward positive climate, or who destroy climate. After listing the characteristics, employees can evaluate themselves by using the ladder and marking an 'M' on the ladder to represent themself. You can also ask employees to mark an 'O' on the ladder to represent how they feel others perceive them. One who contributes toward the climate, and creates positive feeling tones, would receive a 6-7-8 or 9 rating (9 being the highest). A person would rate themself with a 1-2 or 3 if they perceived that they were a non-contributor, or a negative force in the organization (1 being the lowest).

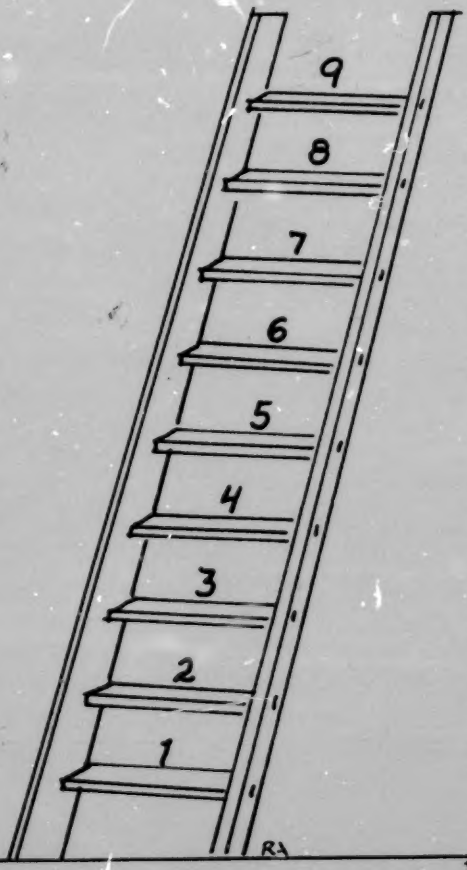
Evidence has proven that when the end results are specific, realistic, and of value, people generally move toward the desired goal. This self anchoring tool has exceptionally good results. People maintain these climate characteristics when they are reinforced either intrinsically or extrinsically.

Climbing your ladder is like building a positive work climate. In order to climb your ladder, you first must face it. Secondly you must know the steps that lead to the top, and, thirdly, you must climb one step at a time.

CLIMATE LADDER

NAME _____

DATE _____



NAME _____

DATE _____

CREATORS OF POSITIVE CLIMATE

1. _____
2. _____
3. _____
4. _____

DESTROYERS OF POSITIVE CLIMATE

5. _____
6. _____
7. _____
8. _____

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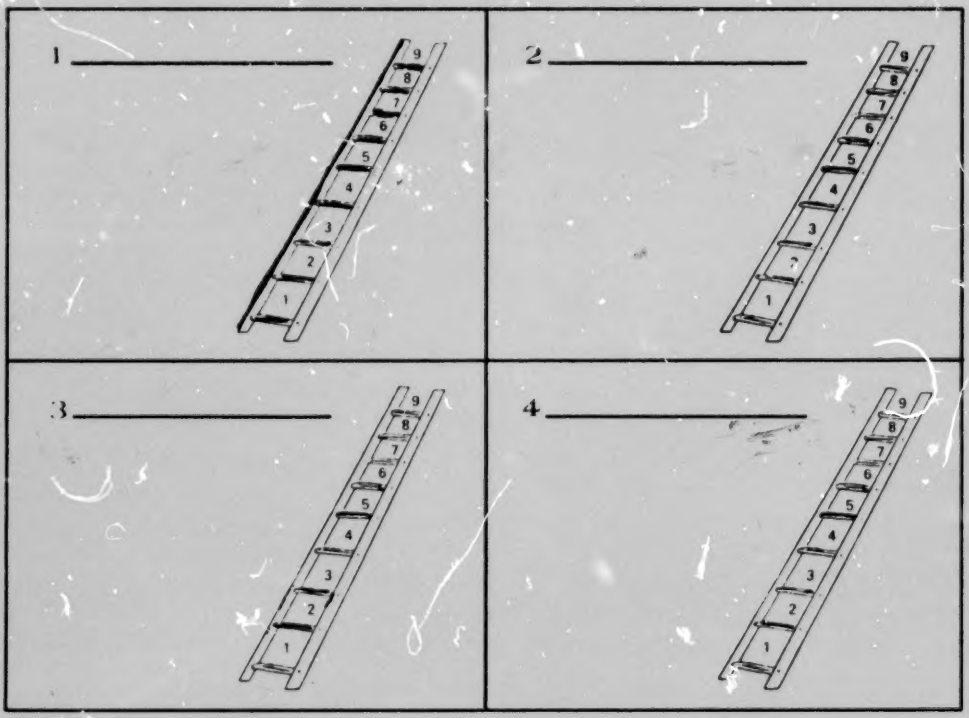
In order to build positive climate, you must first see the climate as it is. Secondly, you must develop the knowledge and skills that will create a positive climate. Thirdly, you need to take one step at a time.

☑ You can further assess individual contributions to a climate by asking employees to evaluate themselves on each of the positive characteristics identified by the employees themselves. By writing these next to an individual ladder (see Positive Characteristics Ladders), employees almost always improve behavior—especially when personnel finds several people in the organization who value the same characteristics.

POSITIVE CHARACTERISTICS LADDERS



☑ You can assess the climate in an organization by asking people to answer the following questions.

1. In what area of your work do you take the greatest pride?
2. What is the biggest problem you encounter in your work?
3. What is something that our organization *should not* be doing?

4. What is something that our organization *should* be doing that it is not doing now?

You can assess the climate in a school by identifying School Climate determiners:

Construct a survey similar to the one Edison High School, in Fresno California, has completed. Dolphas Trotter, principal, invited staff members, parents, and kids to give their shared perceptions about how they saw the school climate.

Jim Satterberg, facilitator and Pat Haverty, project coordinator conducted a Saturday Staff Development Workshop to review results of the survey.

The survey includes perceptions on 10 areas:

AREA	QUESTIONS ON SURVEY
1. Involvement	1, 11, 21, 31, 41
2. Relationships	2, 12, 22, 32, 42
3. Teacher Support	3, 13, 23, 33, 43
4. Curriculum	4, 14, 25, 32, 44
5. Counseling Services	5, 15, 25, 35, 45
6. Recreation Alternatives	6, 16, 26, 36, 46
7. Physical Environment	7, 17, 27, 37, 47
8. Decision Making	8, 18, 28, 38, 48
9. Conflict Resolution	9, 19, 29, 39, 49
10. Personal Stress	10, 20, 30, 40, 50

The responses were tabulated by Students in 9th, 10th, 11th, 12th grade, and by Faculty, Classified personnel and Administration. These were charted on a graph. Although Edison has a very positive School Climate, their goal was to make it even better.

CREATORS & DESTROYERS

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School Climate Survey
(Faculty)

Instructions for Scantron Scoring Sheets: Please decide which statements are true and which are not. Mark under the (T) on the scoring sheet for statements you think are true of your school. Mark (F) if the statement is false or mostly false. Use a No. 2 pencil.

T	F	
		1. I put a lot of energy into what I do at school.
		2. Often I feel put down by others here.
		3. I can usually get help from other teachers when I need it.
		4. In classes, students are learning the things they need to know.
		5. If I have a school-related problem, I feel there are channels open to me to get this problem solved.
		6. I often go to games, field trips and other student activities.
		7. Vandalism makes it hard to keep the school grounds and buildings looking good.
		8. A discipline program clearly defining proper and improper behavior has been implemented.
		9. I feel clear about my own rights and responsibilities here.
		10. Sometimes it's hard for students to deal with pressures from their friends to do things they really don't want to do.
		11. Very few students take part in classroom discussions or activities.
		12. In this school, students are respected regardless of age, sex, race and/or income level.
		13. Teachers don't really know students as individuals.
		14. I don't feel very satisfied with most students' progress in school.
		15. People at this school take a real interest in students' futures.
		16. It's hard for students to meet others who like to do the same things they do.
		17. There aren't many comfortable places for students just to talk with one another.
		18. I sometimes change my lesson plans based on student suggestions.
		19. I see a lot of conflict between people at this school.
		20. When a student gets into serious trouble at school, he usually knows the reason why.
		21. I enjoy coming to school most of the time.
		22. There is a lot of encouragement and personal support among people at this school.
		23. Teachers are academically prepared.
		24. The grading system adequately depicts each student's abilities and interests.
		25. I am satisfied with the information this school provides about alcohol, drugs and social concerns.

26. Students seem satisfied with the variety of extracurricular activities at this school.
27. Restrooms here are clean, safe and unpolluted.
28. When important decisions are made about programs in this school, my ideas can be heard.
29. We have too many rules at this school.
30. There is always somebody at school that I can count on when I need him/her.
31. Students miss a lot of classes.
32. New students, parents and faculty members are made to feel welcome here.
33. Teachers don't give students much encouragement in their work.
34. School work is boring and uninteresting to a lot of students.
35. Students get the information they need about jobs and career opportunities.
36. Teachers support activities at school.
37. I feel good about the way this school looks.
38. Student government meets regularly and decisions are taken seriously by the school.
39. Students can count on teachers and staff to listen to their side of the story and be fair.
40. Many students often seem tense or uptight about something.
41. I would transfer to another school if I could.
42. Students seem friendly with one another and are able to talk easily.
43. Teachers often embarrass students in front of the class.
44. The instructional materials are adequate for our program.
45. Students are uncomfortable going into the office for help.
46. Our school doesn't provide enough chances to be involved in athletics and other extracurricular activities.
47. The school buildings have the space and physical arrangements needed for school programs.
48. Problems in this school are ignored, not recognized and worked on openly.
49. The school plant is safe for both faculty and students.
50. I like the time of day I go to work.

EDISON HIGH SCHOOL - FRESNO, CALIFORNIA

VI. CLIMATE MOTIVATORS

Level 3	Self Management	Focus: Intrinsic Value for good of our organization, our country, our world.
Level 2	Contingency Management	Focus: Behavior is maintained by external consequences.
Level 1	Bigness Management	Focus: Psychological or physical bigness

The ultimate goal of managing others is to help others manage themselves. Self-management means that a person has achieved the introspection and ability to regulate him/herself when presented with a variety of circumstances. The chart above describes three different levels. *Level 1*, bigness, is totally extrinsic. The manager leads from the assumption that employees need to be controlled and monitored by using his/her authority, ie. "I'm the boss, you're the horse!" *Level 2*, contingency management is where behavior is rewarded; contingencies are at the extrinsic level. Logical consequences are established for needed behavior. Manager leads from the assumption that known or surprise incentives cause desired outcomes, ie. you scratch my back, I'll scratch yours. *Level 3*, self-management is at the intrinsic level. The manager leads from the assumption that employees' collective perceptions are better than his/her's alone. He invites employees to participate in decisions. Ownership is pervasive in the organization. Incentives and management, by exception, enable the employees to set goals and accomplish self-rewards, ie. each employee feels that he/she contributes a significant part toward service or product achievement. Employees are even invited into the evaluation procedure before final decisions are made.

I'm the boss, you're the horse.
You scratch my back.
I'll scratch yours.
The direction we want to go.
TOGETHER

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ONE- THOUGHT OPTIONS

A. Self-talk/Psycholinguistics

B. Visualize and imagine what you want—pictures trigger responses

C. Making your advocation your vocation

D. Thought Charts

> "FOR AS HE THINKS WITHIN HIMSELF, SO HE IS." PROVERBS 23:7a

A. Self-talk/Psycholinguistics - It has been estimated that our inner dialogue (what we tell ourselves about ourselves and others) includes 850 to 1000 words per minute. Self-talk includes both negative and positive thoughts. The inner critic that resides in most of us would like to focus our thought options on despair, self-limitations, defeat, and failure. **CLIMATE CREATORS'** thought options focus on the positive. Their thoughts are oriented to include words such as 'I can,' 'I'm capable,' 'Let's go,' 'Why not.' They keep notes on the positive experiences in their life, and they review them on a regular basis.

B. Visualize - You can change your thinking, and ultimately your behavior, by changing the way you perceive events. Human beings are teleological. As we hear words spoken, pictures are triggered in our minds. For example, if our predominant thoughts trigger pictures of success, success is more likely to occur. For just a minute, think on these things related to success.

1. Success makes you feel that you can succeed again.
2. Success decreases your feeling of helplessness.
3. Success reaffirms processes that you can be used to help solve life's problems.
4. Success builds confidence, enabling people to engage in more daring and risk-like behavior.
5. Failures can be steps to success.

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As you think on these things, success will take on a different perspective.

C. Advocational Vocations - CLIMATE CREATORS make their advocation their vocation. They derive energy from their work rather than letting it overwhelm them. The word "job," a product of negative thought, most often implies laborious, demanding, and even sacrificial acts.

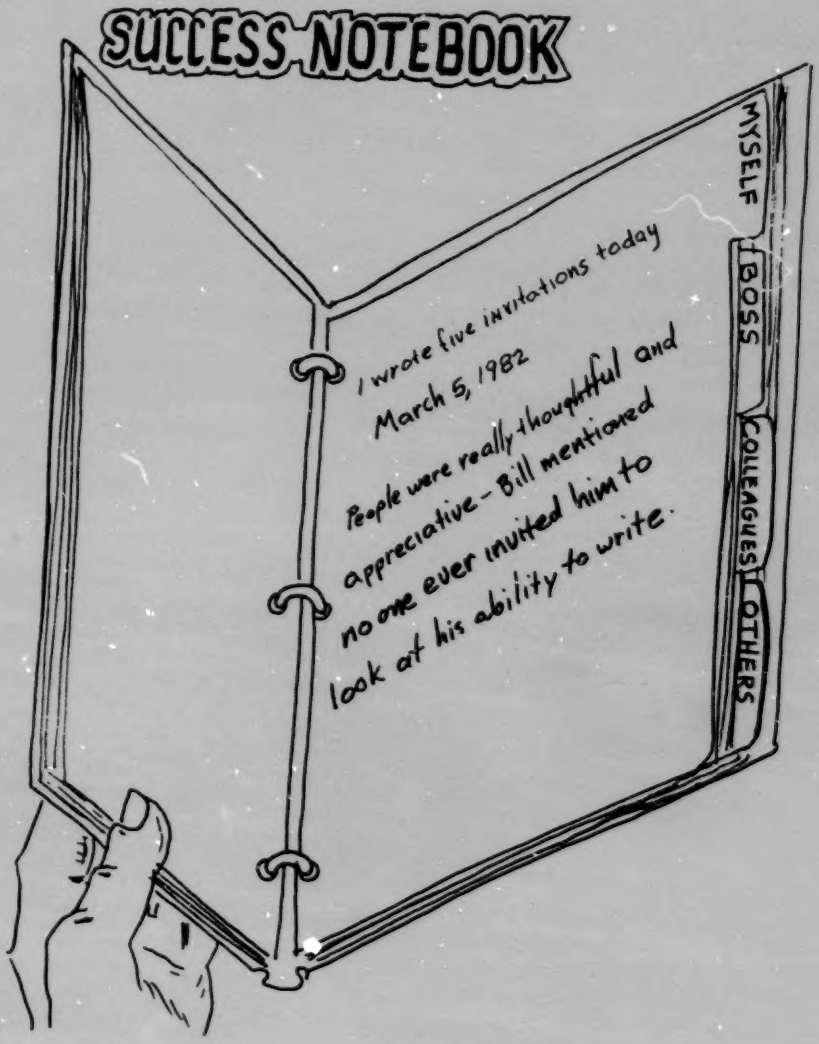
A vocation can be a place where we help each other, teach each other, comfort each other, reassure each other, and support each other. It can be a place where personal needs of stimulation, involvement, and pride accompany the daily energy that we expend. The paralysis that keeps so many people negative is that they allow themselves to buy into negative thought options. We can let others make us angry, or we can allow ourselves to become angry by what other people do.

☑ You can start by conducting "mother-in-law" research. Check out all the things against you. What is the worst things that can happen if you .. . . A force field analysis, (weighing the things that are for you and against you) will merely validate that 90% of the things we worry about never even happen to us.

90% of the things we worry about never even happen to us.

☑ You can help yourself by developing your own "success" notebook. We forget things that we do after 5 or 6 weeks, especially the things that we do right. People work more miracles than disasters. Keep notes and thank you cards in a notebook. By reviewing your notebook every once in awhile, it will help you keep positive thoughts about yourself.

D. Thought Charts - The purpose of thought charts is to bring to our attention ideas and thoughts which enable us to accomplish our goals in life. Here are just a few thoughts you can post.


SUCCESS NOTEBOOK
MYSELF
BOSS
COLLEAGUES
OTHERS
I wrote five invitations today
March 5, 1982
People were really thoughtful and appreciative - Bill mentioned no one ever invited him to look at his ability to write.

"Please understand there is no depression in this house. There is no possibility of defeat. It does not exist."

--Winston Churchill

"Some men see things as they are and ask why. I see them as they have never been and ask why not?"

--George Bernard Shaw

"If you treat an individual as he is, he will remain as he is; but if you treat him as if he were what he ought to be and could be, he will become what he ought to be and could be."

"There's no limit to the amount of good people can do if they don't care who gets the credit."

"In human affairs, the willed future always prevails over the logical future."

--Rene Dubos

You can design your own positive thought charts and cards by inviting positive people to meet with you. Celebrate the success in your day by being positive. Don't sit in your office and deal with whatever and whomever comes along. Seek out positive people.

YOU

You are the handicap you must face.
You are the one who must create your place
You must envision where you want to go.
How much truth you plan to sow.
God has equipped you for life to grasp;
He'll let you decide the scope of the task.
You can have wisdom if you only will.
It's up to you to learn the skill.
You're well gifted, so I've been told;
Reach within and set some goals,
For the man who rose great deeds to do,
Began his life with no more than you.

Summary: Thoughts are the soil from which behavior grows. The thoughts that are the most pervasive lead us to behave so as to support our thinking. Thought pictures can help us visualize what we can become. Thoughts can be negative or positive, depending on what we tell ourselves about situations. **CLIMATE CREATORS** put signs in their life to condition their thinking toward positive behavior. They keep notes on the things they do that contribute toward a positive climate both present and past. They recognize that a willed future supersedes the logical future.

TWO- GOALS

A. Written Goals
B. Organizational Goals
C. Expectations - Power of Expectations

"IT IS BETTER TO ATTEMPT SOMETHING AND FAIL, THAN TO ATTEMPT NOTHING AND SUCCEED." ROBERT SCHULLER

A. Written Goals - The word goal implies the future. It simply means that people and organizations take time to look ahead to plan where they want to be one year or five years from now. **CLIMATE CREATORS** plan their prime time, especially in relationship to improving their relating skills. They realize that relationships contribute significantly to the responsibilities people undertake.

☑ You can improve your goal setting skills by writing your goals down on a piece of paper (see below). Written goals help a person crystalize their thinking.

GOALS I want to accomplish in 1, 5, 10 years.

GOALS I want to accomplish in my lifetime.

GOALS listed in the order I want to accomplish them.

1. _____ 3. _____

2. _____ 4. _____

STEPS I need to follow in order to accomplish my goals.

1. _____ 2. _____

a. _____ a. _____

b. _____ b. _____

c. _____ c. _____

B. Organizational Goals - Organizations, like people, function with more cohesiveness if goals are identified, written down, and frequently communicated. Organizational goals can include some of the following:

1. Improving techniques for *two-way communication processes* of individuals and groups.
2. Improving *problem solving capabilities* of individuals and groups.
3. Improving the *decision making procedure* of individuals and groups.
4. Improving the *meeting behavior and procedures* for individuals and groups.

Group cohesiveness and productivity is predicated on the fact that people rise above their own individual goals to strive for the larger goals of the organization. They do not always have to be dichotomus. When goals are the same, then there is greater ownership and productivity. This happens usually when leadership makes it happen. People are more motivated to work for goals if they believe in the people. Organizations, unfortunately, have a tendency to be cold and impersonal in and of themselves.

C. Expectations - Employees enter jobs, teenagers enter relationships, athletes enter games, all carrying a bundle of expectations and promises both consciously and unconsciously, expressed and unexpressed, realistic and unrealistic. Those same expectations carry a responsibility on the part of the employee, the teenager, and the athlete, to match their expectations with their skills.

Climate Creators

When George Brett, professional baseball player, was asked what his goals were for the '82-'83 season, he replied that he was expecting to perform. **CLIMATE CREATORS** consciously set expectations for themselves to initiate the smiles and to be a positive influence. They are the first to welcome people and invite people to join in a conversation. They enjoy setting the tone in meetings and conferences.

☑ You can improve your goal attainment by being clear with your daily expectations. Where do you want to be, and what do you want to accomplish in the next hour?

Our expectations do affect the way we behave in situations, and the way we behave affects how other people respond.

☑ You can improve your expectations, which in turn will enhance employee performance, by doing the following:

1. Enjoy being a leader.
2. Define clearly your scope of responsibilities.
3. Know the vital aspects of your responsibilities.
4. Expect every employee to meet *at least* the minimum specified level of job proficiency.
5. See your employees as Climate Creators.
6. Invite and work with individuals, not groups or stereotypes.
7. Assume that your employees have good intentions and are productive, intelligent, and capable.
8. Expect problems and creative answers.

CLIMATE CREATORS give people adequate input. If we have positive expectations, we will not only provide feedback, but we will also give people whatever information, supplies, or resources they need to be successful. The people at Texas Instruments did this when they gave the women who were assembling the complex electronic instruments access to engineering consultants and to other information normally reserved for management.

CLIMATE CREATORS encourage output. If we expect that employees can assume more responsibility, we will give them opportunities to expand their potential. Reward them for doing so. For example, at the IBM typewriter assembly plant, workers are encouraged to take more responsibility. All employees are trained in work simplification procedures. If a worker thinks of a way that he or she can assume more responsibility, and thus become more productive, the worker is allowed to do so and is given a corresponding bonus in pay.

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CLIMATE CREATORS give others adequate feedback on their performance. If we expect that others can handle challenges, think creatively, assume responsibility, and so on, then we will give them the feedback they need to be successful.

Summary: CLIMATE CREATORS are never finished, for it is through the process of attaining goals, that new goals are envisioned. Goal setting is more than just writing down what you want to accomplish, it is listing steps and having daily expectations to accomplish your goals. Organizational goals cause people to contribute to the cohesiveness of the entire organization—otherwise known as the larger goals.

THREE - SELF-REMINDERS

A. Personal Signs and Reminders

B. Work Area Reminders

PEOPLE NEED REMINDERS MORE THAN THEY NEED TO BE INFORMED.

A. Personal Signs - Most people have 10 to 20 traffic lights or stop signs to help them get to work safely. Yet they fail to put just a few reminders in front of them during their work day. **CLIMATE CREATORS** put signs in their life to help them remember. If there is a human frailty in all of us, it is memory. Develop a strategy for following through on your commitments and agreements. **CLIMATE CREATORS** are people you can count on. While everyone develops different types of reminders, it is important that it works for you. Written reminders enable you to remember precisely what you want to do, and when you need to do it.

Reminders, like stop lights, help us get through the day

Let's see,... the red one is for the laundry, the blue one milk, white was for the Standford Account, ... or was that one for milk???

☑ You can improve your follow-through and be a more consistent person by . . .

a) Jotting yourself a note on a piece of paper and putting your car keys through the note; since you always need your keys, you'll be sure to have the note when you arrive at your destination.

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b) Design a small card or use the 'taking it with me' card. Write down the most important ideas the boss tells you, you tell yourself, or a subordinate mentions. Since the cards are small, the ideas become portable and can go with you wherever you go.

c) Make a list of things to do.

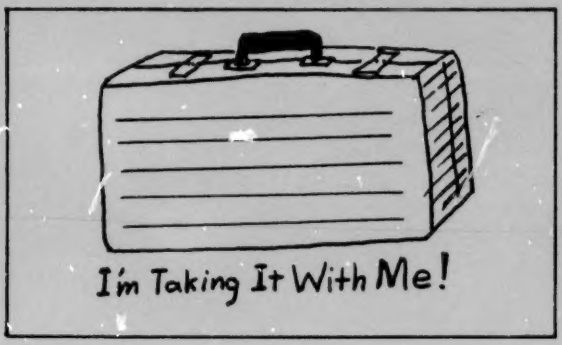
d) Put ideas on your calendar well in advance of when you need to do them, and the actual dates they need to be done.

e) Hang an object on the door knob so it will jog your memory as you are leaving your home.

f) Tape a note to your steering wheel.

g) Write a note on the bathroom mirror.

h) Have a friend call and remind you.



B. Work Area Reminders - There are several different kinds of notes that you can place in a work area.

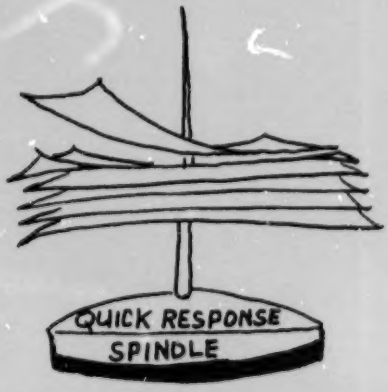
☑ You can write down, or have others write down, what goes on at a particular desk or work station.

☑ You can have some 3 x 5 "important cards" available as a visual reminder of the most important things you need to remember (see "important" card). Posters, charts, and pictures can all help trigger more appropriate responses. Don't count on them forever, though, just because they help you through a few months. Any reminder, no matter how effective, looses its original effectiveness after a period of time.

☑ You can also set up a tickler file, month by month, to include the entire year of memos and notes regarding things you do during the year. At the beginning of every month go through the file. It provides you with important reminders for the month as well as serving as a great time saver.

IMPORTANT

☑ You can improve your follow-through by inviting employees or staff to put requests, to which they need a quick reply, on a spindle or another specific place on your desk.



Summary: CLIMATE CREATORS consistently follow through on their agreements. They are responsible in keeping their commitments by writing down the things that they need to do. They recognize that the most important thing they have is their word, and keeping their word. Written reminders enable them to match their behavior with their values.

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ORGANIZATIONAL CLIMATE
(PROBLEMS, COMMUNICATIONS & DECISION MAKING)

In thinking about our organization, please rate, by placing an X on the line in the area that best reflects your views.

COMMUNICATION:

1. The talk in our organization is:

_____/ _____/ _____/ _____/ _____/ _____/ _____/

Generally positive, constructive & open — Generally negative

2. When others in the building have a concern with the boss or fellow worker:

_____/ _____/ _____/ _____/ _____/ _____/ _____/

Usually go directly to the person & express it — Keep it to themselvs or tell someone else

3. In our organization, there are approximately 2, 3, 4, 5, (circle one) or more people that I do not communicate with very well personally in our building:

_____/ _____/ _____/ _____/ _____/ _____/ _____/

Frequently praise each other — Generally neglect to tell others when praise is deserved

PROBLEM SOLVING:

4. Employees expect the employer:

_____/ _____/ _____/ _____/ _____/ _____/ _____/

To take care of most problems — To involve them in solving major problems

5. The boss:

_____/ _____/ _____/ _____/ _____/ _____/ _____/

Generally involves people in solving problems affecting them — Usually provides the answer to a problem

SHARED DECISION MAKING:

6. Projects, activities or ideas are:

_____/ _____/ _____/ _____/ _____/ _____/ _____/

Generally told to the staff by the boss — The employees are involved in making these kinds of decisions

7. Employees:

_____/ _____/ _____/ _____/ _____/ _____/ _____/

Should have a voice in making major decisions — Boss is trained to make most major decisions

FOUR- PROBLEMS

A. Monkeys on Our Back

B. Not the Monkeys but the Mosquitos

C. Fog Lifter/Purify the Problem

D. Tire Kicking/Solutions

> WISDOM COMES FROM MAKING GOOD DECISIONS. GOOD DECISIONS COME FROM EXPERIENCE. EXPERIENCE COMES FROM MAKING BAD DECISIONS.

A. Monkeys on our Back - Every human being carries monkeys on their backs: the thoughts, feelings, and behaviors that weigh us down. Just as there are a lot of different things you can do with monkeys, so likewise, there are numerous things we can do with problems.

Problems	Monkeys
1. We can deny they're there.	1. Caution: monkeys turn into gorillas when ignored.
2. We can pass them on to someone else. Typically, referred to as running away from problems.	2. Monkeys can jump from one back to another, if you are standing close by.
3. We can describe them to a lot of people--describing a problem does not change it.	3. As monkeys are fed, they almost always get bigger.
4. We can solve them by applying solutions.	4. When monkeys are caged, we can begin to train them.
5. Understanding problems is the beginning of the solution.	5. Understanding what monkeys are like, helps you understand their behavior.

CLIMATE CREATORS are skilled at solving problems. Their grasp of problems seems immediate. They cage one "monkey" after another.

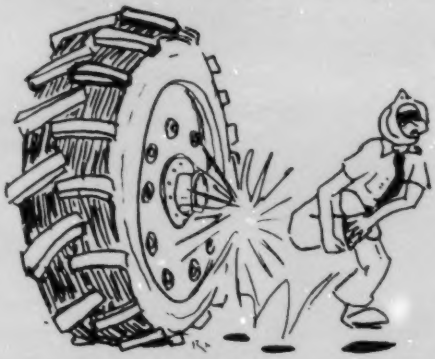
B. Not the Monkeys but the Mosquitos - The larger problems we encounter in our organizations are almost always resolved. It is the little things that are never talked about which may create adversary relationships. It is the mosquitos, not the monkeys, that cause friction. It is the flies not the falcons that irritate and grate at people. The little pesky things, that typically aren't big enough to talk about, if perpetuated, can cause severe problems. It's leaving the cap off the tooth paste that can send couples to the divorce court. Here are just a few examples of those "little" things:

1. Partiality given to an employee who works under the same contract.
2. Lunch constantly moved from one place to another in the refrigerator.
3. No agreements on the behavior required of people in common eating areas.
4. No "no-smoking" areas provided.

C. Fog Lifter/Purify the Problem - The answers we obtain are only as good as the questions which we ask. We will never come close to solving problems unless we understand what the problem is.

☑ You can purify the problem by writing it on a chalk board and asking people to validate, modify, or change what is written down until people concur on the problem.

CLIMATE CREATORS are fog lifters. They help people see the critical aspects of problems and not get saturated with incidental trivia. They clear the air.



D. Tire Kicking - One way to decide if you want to buy a car or buy into an idea is to check it out. Almost always, "tire kicking" is one of the ways to arrive at your decision. There are numerous solutions for every problem just waiting to be discovered. Solutions can be generated in a number of different ways. The most common is *brainstorming*. The intent behind brainstorming is to let your imagination run wild with alternative solutions.

Rules for Brainstorming

1. Anyone can contribute, but only one person talks at a time.
2. Give the recorder time enough to write down each idea before offering another.
3. It is strictly against the rules to criticize or otherwise discuss an idea. Discussion comes later after all the ideas are out.
4. Remember that what is desired is quantity of ideas, not quality. Offer your idea, even if you do not think it is a very good one. Your "wild" idea may trigger a not-so-wild idea from someone else. Any idea is of value.
5. Hitch-hike or combine ideas. Not only should you come up with ideas, you should also be alert to adding to or improving on another person's idea.

☑ You can improve greater employee ownership, while at the same time increasing cost effectiveness. Lockheed implemented a suggestion by an employee that saved money as well as time. They had been using a motorcycle carrier between two of their Northern California plants. This cost them about $4,000.00 each month and the trip took about five hours to complete. The employee suggested using carrier pigeons. They found this to be very beneficial. The trip now takes only 40 minutes and only costs them a little bird seed!

☑ You can facilitate problem solving by the following:

a. Inviting two people to the "talk-it-over" chairs to solve a relating problem. Two chairs are positioned side by side and placed in a room for the sole purpose of developing a plan for solving a problem.

b. Inviting kids to solve problems that they have with each other by coming up with a written plan for future reference. The plan should have four steps. Give each child a pad of paper and have them define the problem; then have them list four steps on how to get along.

☑ You can improve the quality of meetings by inviting people to improve their participation behavior. Invite people to list three things that they like in meetings and three behaviors that are aggravating to them (see Awareness of Meeting Behavior).

Awareness of Meeting Behaviors

Check behaviors that are aggravating to you in meetings

___ Lack of participation by certain staff
___ Knitting, sewing, embroidering
___ Editing papers
___ Silence
___ Runonaria
___ Agenda items that don't pertain to whole group
___ Agendas that control rather than work for group
___ People that come in late
___ Starting late
___ People that typically sit on parameter
___ Items of information rather than group/action
___ Side conversations

___ Lack of active listening/participation
___ "I disagree" statements
___ Lengthy conversation over one item
___ Ending late
___ Long agendas
___ Single topic agendas
___ People that state simple solutions to complex problems

☑ You can improve face to face communication in your organization by having all personnel complete the instrument on *Communication Skills*. This instrument helps people improve face to face communication.

Summary: CLIMATE CREATORS are knowledgeable in recognizing, identifying, purifying and solving problems. Their fact finding and solution strategies are well defined. They are keenly aware that it is the little problems in life which are the greatest threat to organizational cohesiveness. They see problems as questions waiting to be solved. They establish informal and formal procedures for resolving conflicts in their organization. They recognize that positive face to face communication is essential in developing a positive work environment.

GROUP COHESIVENESS

DIRECTIONS: Circle the number on each line which best expresses how you perceive your organization.

1. Degree of *commitment* to the same commonly understood goals.
   HIGH 7 6 5 4 3 2 1 LOW
2. Frequency with which activity being done is accurately checked against goals.
   OFTEN 7 6 5 4 3 2 1 RARELY
3. Clarity of understanding of each other's assets and weaknesses.
   GREAT CLARITY 7 6 5 4 3 2 1 UNCLEAR
4. Extent to which unique abilities, special skills and strengths of people are valued.
   CONSISTENTLY 7 6 5 4 3 2 1 RARELY
5. *Understanding* of each other's tasks and responsibilities.
   COMPLETE & CLEAR 7 6 5 4 3 2 1 MINIMAL & VAGUE
6. Use of *cooperative decision making* procedures, such as informal consultation.
   OFTEN 7 6 5 4 3 2 1 RARELY
7. Demonstration of *support* of members for each other: i.e. sharing ideas and materials.
   FREQUENT 7 6 5 4 3 2 1 RARE
8. Amount of time group spends consulting and working together.
   MUCH 7 6 5 4 3 2 1 LITTLE
9. Extent to which functional authority is task focused, i.e. the person most qualified in a given task area assumes the leadership role.
   CONSISTENTLY 7 6 5 4 3 2 1 RARELY
10. Extent to which the rewards for success and penalties for failure are equitably shared.
    CONSISTENTLY 7 6 5 4 3 2 1 RARELY

Carefully read the list of *Communication Skills* below and check each item. Then check two areas that you feel would be most valuable for you to give some more time in refining skill.

	Doing OK	Need to work on it
I BETWEEN YOU AND ME		
1) **Focus** - When I have a conversation with another person, I focus on their ideas.....		
2) **Active listening** - Restatement of others ideas.....		
3) **Empathic and reflective listening** - Expressing feelings about what you're hearing		
II DECISION MAKING		
4) **Telegraphing** - Letting people know the type of involvement you need for each decision		
5) **Data-Gathering** - Collecting all the data available to make the best decision.....		
6) **Problem solving** - Training people in decision making techniques, stating the advantages and disadvantages of each strategy ...		
III TIME MANAGEMENT		
7) **Reminders** - Providing people with information that's necessary to complete tasks.....		
8) **Timelines** - Providing ample time for people to participate in major decisions		
9) **Brevity** - Making an effort to be brief, concise and to the point.....		
IV RECOGNIZING ACHIEVEMENT		
10) **Verbal praise** - Starting your praise with "I" so as to be specific (giving examples).....		
V COMMUNICATION		
11) **Written** - Provide people with motivational, creative and humorous memos, agendas, newsletters		
12) **Phone** - Sensitive to what's happening on the other end of the line		

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	Doing OK	Need to work on it
13) **Word selection** - Carefully choose words that ellicit cooperation		

VI INVITATIONS

14) **Inviting** - Seeing and sharing your perceptions of others' abilities and capabilities and inviting them to develop their talent		
15) **Valuing** - Letting people know their thoughts and ideas will be carefully listened to and considered.....		

VII OTHER

16) _____ _____		
17) _____ _____		

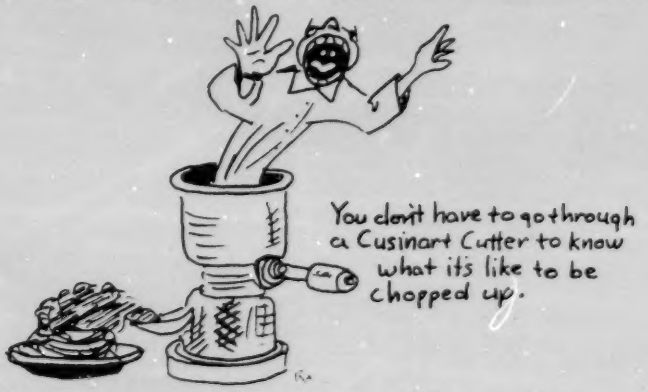
FIVE - NEED ANALYST

A. Understanding

B. Assumptions

> NO ONE METHOD HAS BEEN DISCOVERED BY WHICH IDEAS CAN BE COMMUNICATED FROM ONE MIND TO ANOTHER WITHOUT DISTORTION.
>
> S.I. HAYAKAWA

A. Understanding - People in organizations are often multi-age, multi-generational and multi-experiencial. The fact that people come from different generations alone means that their perceptions of the world will be different. Taking time to understand what another person's world was like through their adolescence will enable you to understand why they believe as they do. You can only come close in understanding others by experiencing similar situations, i.e. childbirth, depression, hang-gliding, divorce, etc. It does not mean that you have to go through a Cusinart Cutter to know what it is like to be chopped up, however, experience does give insight into people's thinking, feelings, and attitudes. **CLIMATE CREATORS** make every effort to understand others. Understanding



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begins by listening and observing, followed by asking questions. Questions are the openers to communication. But managers and supervisors, who ask the wrong questions, can just as effectively cut communication short and damage a relationship.

☑ You can improve understanding by setting up "periodic reporting" sessions so employees can express how things are going.

☑ You can improve your assessment of the organizational climate needs by utilizing the following tools:

a. Group Cohesiveness scale

b. Organizational Climate

B. Assumptions - Assumptions are the basis of all strife. There is nowhere that this is more evident than during the teen years. Teens hear something said and act as if it were the truth. Adults often fail to analyze the needs of teens and assume that they understand when, in fact, they do not.

☑ You can improve your need analysis skills, while at the same time reducing assumptions, by inviting people to express their needs and then developing some strategies for meeting them. Needs of teens is one example.

NEEDS AND TIPS FOR PARENTS OF TEENS

NEEDS	TIPS
I. TEENS NEED TO BE LOVED	Write to them and look at them face to face and let your teen know you love them. Don't use the withholding of your love as a method of discipline.
II. TEENS NEED TO BE HEARD	Be an attentive listener.
III. TEENS NEED POSITIVE MESSAGES	Catch your teen being good once a day.
IV. TEENS NEED POSITIVE CHILD MANAGEMENT METHODS	Develop new influence styles in correcting and maintaining behavior.
V. TEENS NEED AUTONOMY	Train your teen to be responsible. Give kids incremental choices and provide guidance rather than criticism.

VI. TEENS NEED TO INTERACT WITH PEERS VERBALLY AND PHYSICALLY (SOCIALIZE)	Accept and channel social experiences. Create new opportunities for positive social interaction.
VII. TEENS ARE AWARE OF AND INFLUENCED BY THEIR OWN SEXUALITY – ACCURATE OR INACCURATE	Teens are typically two years ahead of where their parents think they are. Speak frankly and disclose a healthy attitude. They are not as embarrassed as you are.
VIII. TEENS WILL MAKE MISTAKES UNDER PEER PRESSURE	A logical consequence should happen. Refrain from passing judgment.
IX. TEENS NEED TO LEARN BY EXPERIENCE	Allow kids to make unwise choices occassionally, and make sure they are aware of consequences and are willing to live with them.
X. TEENS NEED TO SAVE FACE	Allow kids to learn from experiences. If they blow it, allow them to cover their **lack of skill.**

CLIMATE CREATORS invite people to express what is the most meaningful type of reward for good performance. They seek to know what others deem important. They ask colleagues how they like suggestions given to them, prior to the time that suggestions need to be given. Active listening will develop your need analysis skills so that the information given will match the requests received. The deeper and deeper you look and question, the more accurate you become in identifying and meeting peoples' needs.

Summary: Understanding comes from listening and asking the right questions. You can tell a highly skilled need analyst by the very questions which are asked. They make every effort possible to tease out of a person what they need before seeking solutions. They realize they can only help if they fully understand a person's needs.

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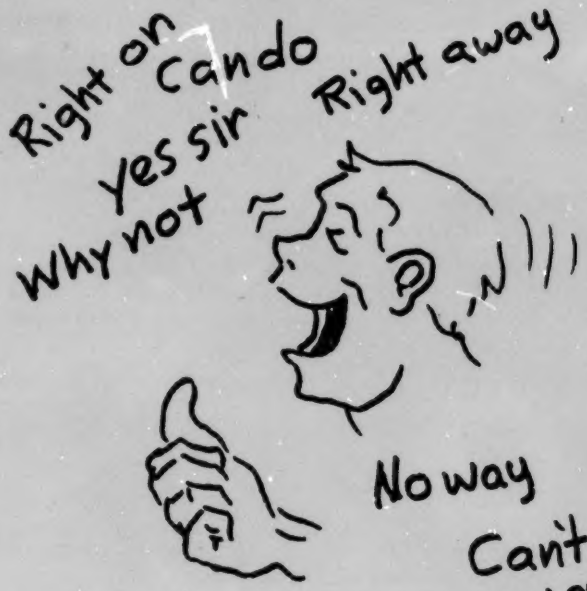
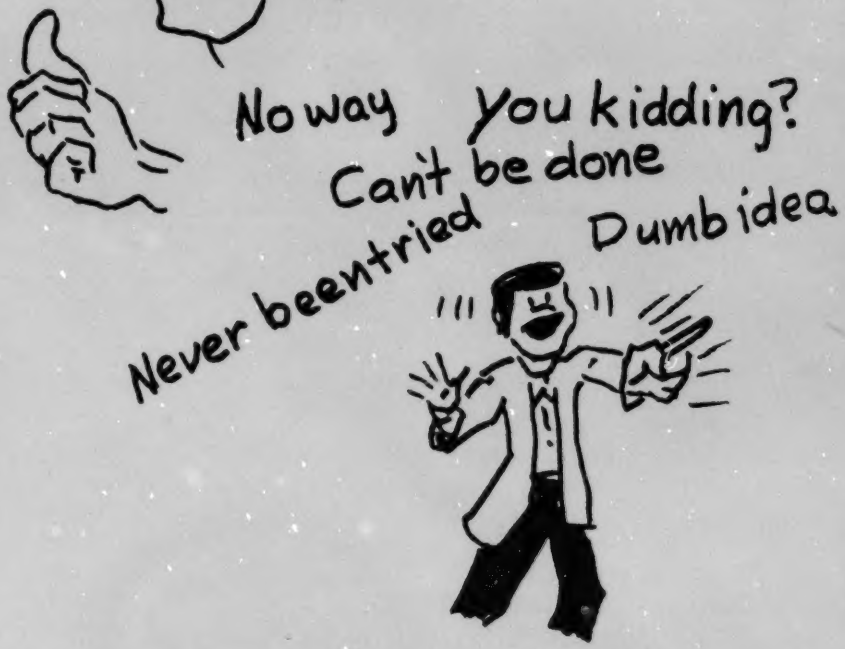
Self-Talk


Right on
Cando
Yes sir
Right away
Why not


No way
You kidding?
Can't be done
Never been tried
Dumb idea

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SIX- INTRINSIC MOTIVATION

A. Intrinsic Positive Qualities

B. Self-rewards

We do not need to question people's motives, but rather we need to understand their motivations.

A. Intrinsic Positive Qualities - Inter-motives and desires don't just happen. Purpose, goals, commitment and achievement are the motivators of peak performers. Intrinsic positive qualities in a person, such as kindness, compassion, warmth and humor, are definite qualities of a **CLIMATE CREATOR**. When people are motivated from internal sources rather than externally, people will notice. We are motivated in different ways as humans both extrinsically and intrinsically. Extrinsic motivation includes paychecks, incentives, and the familar "what's in it for me" rewards. Whereas, intrinsic motivation includes the forces within that cause us to behave for the inwardly derived value of the deed, task, or process. No one needs to hold a carrot and a stick out in front to cause us to behave in a prescribed manner. We see what needs to be done, and we act accordingly.

The word motivation comes from the Latin word **MOTIV** which means that which is within that causes behavior. **CLIMATE CREATORS** provide the motivators—the conditions that surround tasks and responsibilities that cause people to be intrinsically motivated.

B. Self-rewards - CLIMATE CREATORS work harder than most to understand people and their environment. Their investigation and analysis goes beyond what is visible on the surface. They seek to understand the full dimensions of tasks and relationships. After completing a tough, demanding assignment, like all people, they need some rest, and a pat on the back for their energy, dedication, and creativity. Yet, no one can more adequately reward your efforts than you! No one knows you quite like you do. So, why not treat yourself to something special—for instance, time alone in the wilderness, or a new hair style. Quite often new found knowledge can in itself be reward enough.

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You can help people identify what intrinsic rewards that they want to give themselves, ie. thoughts of how they helped others, or extrinsic rewards, such as treating themself to a night out. Employers can ask employees to brainstorm to discover which type of rewards they would value most. For example, more and more people are requesting time away from their jobs to pursue other interests. People of every age, and of every type of endeavor, can benefit from the practice of self-rewards. Self-rewards are a very effective source of intrinsic motivation.

The dictionary defines motivation as whatever moves a person to action, an incentive which inspires a person to act in a certain way. Self-rewards can be a powerful force in sustaining achievement. **CLIMATE CREATORS** believe that if you take care of the right things, God will take care of you. An intrinsic reward cannot be matched by anything that we can buy for ourselves. Keep a written list of potential rewards, or simply keep it in your head; this will enable the motivational force of self-rewards to remain alive. Contemplate these from day to day. Self-reward help you balance your list of things to do (effort), with the feeling you derive from doing a good job (recognition).

While self-rewards provide added stimulation in the work in which you are seeking achievement, experience has also shown that self-rewarders receive numerous kudos from others because of their high achievement. The thought of additional satisfactions which one receives from achieving a goal, increases your ability and drive to reach the goal. Self-rewards are viable, effective and a healthy way to achieve your potential.

You can help yourself by citing and writing down the self-affirmations you need after you've done a good job; ie. "I'm really proud of myself, I did the work of two people today." After a rough year, treat yourself to a dream vacation in a very special place.

Summary: CLIMATE CREATORS are peak performers because of internal forces. They are intrinsically motivated to do things for the good of mankind, for the good of the organization. Their motivators are purposes—goals, commitments, and achievements. Self-rewards serve as the primary motivation in accomplishing their goals. They also help others identify self-rewards. They realize that there must be a balance between the effort expended and the recognition of the accomplishments.

THE BIG R

Toward More Responsible Behavior

R **REINFORCE** - Recognize and reward responsibility when you see it.

E **EXPECTATION** - Being clear about what you expect from situations can make you responsible.

S **SIGN** - Put your name on the bottom line. Make a commitment and follow through. This is an important aspect of responsibility.

P **PAYOFF** - Responsible behavior has numerous payoffs — make a list of them. Never expect nor promise too much, or too little.

O **OWNERSHIP** - Responsible people have ownership in their lives in the present and future. Facing real choices builds a sense of responsible independence.

N **NATURAL CONSEQUENCES** - Responsibility is learned through experiencing the results of your behavior. There is nothing better than learning by experience.

S **SHOW** - Model what responsible behavior is like. Accept what your actions produce.

I **INVITE** - Invite people to be responsible. Anytime you feel others can learn from a situation and you take it away from them, you are hindering the development of responsibility.

B **BARGAIN** - Negotiating for choices and consequences is a good exercise in building awareness of responsibilities and what they entail.

L **LEARN** - Responsibility is learned in progressions through experience. People, all of a sudden, don't just become responsible.

E **ENCOURAGEMENT** - Encouragement can be the guidance that clarifies choices and awakens pride.

SEVEN - RESPONSIBILITY

A. Assuming Responsibility
B. Learned Responsibility
C. Responsibility or Obedience

> A STATUE OF RESPONSIBILITY IS AS IMPORTANT AS THE STATUE OF LIBERTY. IN FACT, YOU CANNOT HAVE ONE WITHOUT THE OTHER.

A. Assuming Responsibility - When tasks are completed with success, most people are ready to accept their share of the responsibility. Responsible behavior is a major stepping stone up the corporate ladders. On the other hand, if one were to list the number of times personnel assumes responsibility for failure, a whole different response is likely to occur. No one wants to assume negative responsibility, for example:

...Pilate washed his hands at the trial of Jesus
...Jack Ruby, after shooting Oswald on T.V., denied his guilt
...basketball players deny that they have committed a foul
...no one leaves the milk out of the refrigerator
...no one deserves a traffic ticket

While there may be legitimate excuses and reasons why we are not responsible, excuses make us irresponsible. People who are responsible rarely blame others or events when they fail to make things happen. They recognize that they alone are responsible for their own behavior.

B. Learned Responsibility - Responsibility is much like a car battery. It seems to only be noticed when it doesn't perform. Responsibility is most often brought up in the context of talking about irresponsible behavior. **CLIMATE CREATORS** have the ability to create a spirit of responsibility in themselves and in others. They build a sense of responsibility by bringing attention to responsible behavior when they observe it.

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RESPONSIBILITY—CONTINUUM

Irresponsible Behavior

Responsible Behavior

a. dependent ---------- a. independence

b. unreliable ---------- b. reliable

Responsibility is much like a car battery. It seems to only be noticed when it doesn't perform.

Comments like "What is it about you that makes you so responsible" are common. Responsibility is a quality that is learned from experience. In fact, responsibiity cannot be taught, it must be given to people, and then they will learn to handle it. Responsibility is learned through being assigned tasks and chores, and entering agreements, and then following through with them.

☑ You can help children learn how to be responsible with money by letting them budget for their own clothing expenditures. Give them the same amount of money that you would normally spend on their clothes, and then let them do the buying. Initial decisions are usually poor compared to the later ones. Responsibility is learned in progression, a little bit at a time. If one goal is to help people be more responsible, we must allow them to fail in their pursuit of responsibility. Thus they will learn from this negative experience. Responsibility is on a continuum.

Organizations have people at every different stage of developing responsible behavior. Responsibility is when people really begin to understand what autonomy can do for them and others. It is irresponsible behavior that damages effectiveness and takes away our self respect. One benefit of responsible behavior which is important to everyone is safety. Rules in an organization are not just for the employer but also for the employees. It is to the collective advantage of all to promote safety. Most rules benefit everyone.

Kids, in particular, need a chart so that they can follow their growth in responsibility. Below is a nine week responsibility card to help children learn to be responsible with their homework.

I RATE IN RESPONSIBILITY

1st week	2nd week	3rd week	4th week	5th week	6th week	7th week	8th week	9th week

_____
Student's Name

I AM LEARNING **RESPONSIBILITY**

I am keeping a weekly record to show that. . .

- I remember to take my **homework** home without being asked by my teacher.
- I work on my **homework** at home and remain cheerful while completing each assignment.
- I put my assignments in a place at night that I look at each morning before I go to school.
- I have finished all my **homework** this week.

I realize that developing good study habits at home will help me be successful in school.

WE BELIEVE ALL CHILDREN BENEFIT FROM ACADEMIC HOME STUDIES

Parent Signature:

1st week	2nd week	3rd week
4th week	5th week	6th week
7th week	8th week	9th week

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☑ You can help your kids be more responsible by having them move their own chore cards (cards with chores written on them) from an envelope that is marked "do" to an envelope that is marked "finished."

C. Responsibility or Obedience - In training young people and new employees, we must ask ourselves if we want them to obey us or do we want them to be responsible. There is a vast difference! If we merely want people to obey us, what happens when we are not around? The ultimate question is what do people do outside of our shadow? **CLIMATE CREATORS** foster responsible behavior by acknowledging responsible behavior when it occurs. They declare that people already are capable of responsible behavior and act accordingly. They see each person as a responsible person. They help people see themselves as responsible human beings: this is *my* profession; this is *my* school; this is *my* organization; this is *my* country. The core of responsibility lies within ourselves. Being responsible means the following:

1. Being reliable--not unreliable.
2. Being capable of rational thought and action--not irrational thought and action.
3. Being independent--not dependent.
4. Being decisive--not indecisive.
5. Being a creator--not a destroyer.
6. Being a giver--not a taker.
7. Being free--not bound by others.
8. Having self-respect--not disrespect.

One of the greatest gifts that we can give to anyone is the knowledge that they can be responsible for themselves.

Summary: When we become responsible for our own life, we can only then begin to help others. Helping people be responsible is to help them with skills that will last throughout their lives, not just for the moment. Responsibility is learned in progression, through trial and error. We must give people permission to learn how to be responsible, if they are to see how responsible behavior can contribute to their lives.

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EFFECTIVE & INEFFECTIVE

☑ You can improve face-to-face communication by asking employees to lay-out two cards, for sample:

EFFECTIVENESS	INEFFECTIVENESS

Then cut the small statements into little cards. Invite people to meet in small groups (4-5), and ask employees to place under Effective all the *statements* they feel are effective and place all the statements they feel are ineffective under the ineffective card. Cards which cannot be catagorized can be placed in the middle of Effectiveness or Ineffectiveness. If employees feel a statement is not effective, invite them to make a statement that would be effective. The challenge is to focus on effectiveness.

When You Have a Customer

I'm here. If I can answer any questions, please let me know.

When Listening to Someone

Paraphrase by saying, "I hear you saying "_____

_____

accurate statement

When Praising Someone

I really appreciate the effort you put into face to face communication. I value your upfront posture.

When Helping People Evaluate Self

What's working for you?
What's not working?

When Someone Has a Different Opinion Than Yours

"I disagree with that."

When Departing Company With Someone

Let's keep talking. I really enjoy the dialogue.

When Listening to Someone

Value their idea by saying "not only do I value what you are saying, but let me give this some more thought and get back to you in a couple of days."

Avoid eye contact and proximity to a person, since this makes people feel uncomfortable.

Let person know that their idea will be carefully considered, valued and applied, to your own situation, if possible.

When You Are Selling Someone on an Idea

"I look forward to sitting down with you and sharing the advantages and disadvantages of the idea."

EIGHT - EFFECTIVENESS

A. Describing Behavior

B. Focus on Effectiveness

> MOST HAVE NEVER LEARNED HOW TO DISCUSS WAYS OF MAKING IT BETTER, EXCEPT BY COMPLAINING ABOUT THE WAY IT IS.

A. Describing Behavior - There is a tendency to complain about what we do not get, rather than proposing what we would like to experience or what we need. We can go on describing inappropriate behavior forever, but that does little or nothing to change behavior. Criticizing and pointing out what is wrong only perpetuates inappropriate behavior. When you describe a messy room, a rule an employee has broken, or point out what is wrong with our world, you create mental images of exactly the opposite of what you want to see happen.

B. Effectiveness - CLIMATE CREATORS spend little or no time describing ineffectiveness. The majority of their time is focused on effectiveness. It is best to focus on the vital aspects of a job.

☑ You can ask employees to describe what they feel are the critical aspects of their jobs, and you can do the same.

☑ Let people know what you need or want, rather than what you are not getting. Criticism tends to be for your own benefit rather than for helping other people. Effectiveness can be the total focus of the evaluation process. Emery Freight Systems asked employees to describe effectiveness. Both employers and employees described the vital functions of their job.

☑ You can build an evaluation system based on "how we can make each other more effective." Invite employees to fill out their perceptions of effectiveness, and employers can describe how they see effectiveness. Plan an hour conference with each other and focus on effectiveness.

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Criticizing or negative comments have little place in an effective organization. There is a difference between "I need you here on time" and "You're late!" **CLIMATE CREATORS** focus on what people do to please you and then offer additional constructive suggestions. Avoid comparisons; simply state what you need. Invite employees to express what they need from you in order to be fully effective in carrying out their responsibilities.

Summary: CLIMATE CREATORS look at what they want to accomplish and focus on alternative ways of achieving tasks. They spend little or no time on describing ineffective behavior by pointing out what is wrong or by criticizing. They express what they want and need. They ask employees to describe the vital aspects of their responsibilities. They focus on effective behavior that produces positive outcomes.

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NINE - ENTHUSIASM

> ENTHUSIASM IS THE ELECTRICITY OF LIFE!

What theology was to Martin Luther, and politics was to Machiavelli, enthusiasm is to a **CLIMATE CREATOR**. **CLIMATE CREATORS** are most enthusiastic about their world. They are vibrant, encouraging, exuberant, and have a high degree of energy and vitality. They seldom hold back on their feelings. They make the work environment an exciting place to be. They resist the mundane and negative forces that destroy enthusiasm. They can take an environment of no illusions and little enthusiasm, and light up the moment with their presence. They can infect a whole room of people with their positive influence.

☑ Of all the traits of a **CLIMATE CREATOR**, this one stands out as being the most significant. Enthusiasm is conveyed without words, as well as with words, gestures, voice muscle tension, body movement and touching.

☑ You can measure your total enthusiasm level by using the Indicator of Enthusiasm Scale to evaluate yourself. This can be used to evaluate yourself when you are trying to sell a group or person on an idea. If you use the scale frequently, it will give you more accurate data on your level of enthusiasm.

Summary: Enthusiasm ignites the environment. The spoken and unspoken language of an enthusiastic person includes a variation of voice projection, emphatic movement, and energy. **CLIMATE CREATORS** are enthusiastic. They are vibrant and creatively descriptive. Their vitality is noticed by all who meet them. Enthusiasm is the critical attribute of a **CLIMATE CREATOR**.

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INDICATORS OF ENTHUSIASM

Rate Yourself By Choosing One Number That Best Represents Your Level of Enthusiasm; Add Up The Numbers and See Below to Interpret Results

Personal Qualities	Performance Degrees		
	(1) (2)	(3) (4) (5)	(6) (7)
1. Delivery	Poor Variation in Speech, Monitone	Variation of Tone, Volume & Speed, Good Articulation	Variation of Tone & Volume From Whispers to Excite, Projections
2. Eyes	Lack of Eye Contact, No Contact with Individuals or Audience	Appeared Interested - Occasionally Lighting Up Shining, Opening Wide	Eye Contact & Facial Expression Syncronized to Show Numerous Feelings
3. Gestures	Never or Seldom Uses Body, Head & Arms; Often in a Stationary Position	Occasional Use of Body, Head & Arms	Emphatic Movement of Body, Head, & Arms to Illustrate an Idea
4. Body Messages	Never or Seldom Moves From One Spot. Positively on One Location	Moves Freely in a Variety of Different Directions	Designed and Energetic Body Movements - Change of Pace Frequent
5. Facial Expression	Expressionless, Few Smile Lines; Reserved	Expression fits Situation: Agreeable, Sad, Happy, etc.	Vibrant - Broad Smiles Show Many Expressions
6. Word Selection	Trite Expressions, Mostly Nouns	Some Adjectives Used	Creatively Descriptive - Numerous Adjectives, Great Variety
7. Ideas & Feelings or Ideas	Ignore Feelings or Ideas	Accepted Ideas & Feelings - Some Variation in Response	Vigorous Acceptance of Feelings, Great Variation in Response
8. Energy Level	Lethargic - Dull, Tired	Maintained Even Level, Occasionally Shows Energetic Spirit	Exuberant - Gets Energy from Involvement & Ideas; Vitality Plus
Score:	1-16 Low	15-45 Moderate	46-56 High

TEN- PRAISE

A. **Specific Messages**

B. **Appreciation**

C. **Human Dignity**

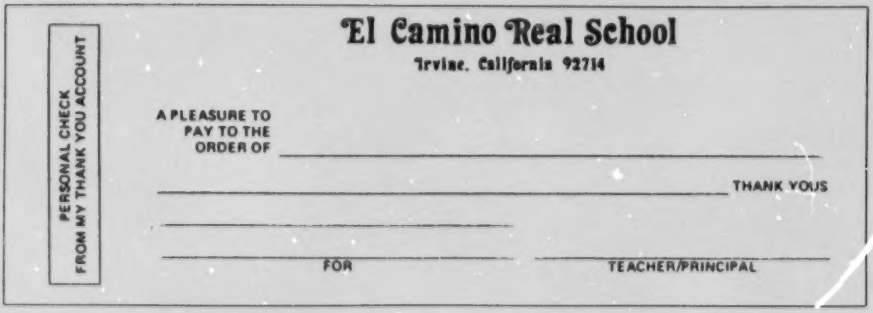
NOTHING IS AS STRONG, WEIGHT FOR WEIGHT, AS A FEATHER. NOTHING IS AS POWERFUL, MESSAGE FOR MESSAGE, AS PRAISE.

A. Specific Messages - When a thumb merchant, better known as a hitchhiker, holds his thumb up, there is no question as to what he is asking for. When Fonzie holds his thumbs up, he's saying all right, I dig it. Thumbs up is but one acknowledgement of many that expresses to people that we dig their ideas or that we value them. The more specific we are in our recognition of others' appropriate behavior, the more meaningful the praise will be. In fact, praise is not praise unless it is specific. Praise makes other people feel important, especially if it is from someone they value, and it is specific.

☑ You can be specific in your praise by using an "I" statement. "I am really proud of your consistent use of a calm collective response to people who are angry."

A long tradition of research in psychology and education has established that specific feedback (knowledge) of results is essential for perpetuating efficiency in an organization.

☑ You can give specific messages on the back of your business cards, or create your own card.



☑ When you pay an employee a bonus, you can attach this special check from your personal "thank you account" with a special note under "for".

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B. Appreciation - The quality and creditability of appreciation is much more important than sheer quantity. Appreciation must relate to the person who gives it, as well as the person to which it is given. Appreciation's relatives are gratitude, recognition and thankfulness.

☑ You can make appreciation valued by intervening at the right moment with specific recognition and gratitude. There is nothing better than inviting employees to a face to face conference and expressing thanks. While face to face thank you's are the most significant, written thank you notes are easier to express and sometimes easier for people to accept. Here's a card you might want to have duplicated so that you can keep it on your desk as a reminder to catch people doing good things. The size forces you to write brief, specific messages.

☑ You can reinforce good manners by praise statements. Whatever happened to "Yes, please"? It went the way of "Thank you," "Excuse me," and "Yes, sir." Do you know who just about killed all those phrases? ALL OF US. We do not use them enough. Instead we hear: "huh?", "What?", and "Gimme more!" Mannerly responses should be learned at home. Unfortunately, rude, barbaric responses are often what is modeled. William Wykehom, who was born in 1324, said, "Manners maketh man." If we are so smart in the 20th century, why aren't we as civilized as Wykehom was in the 14th century?

Praise is not just giving people strokes all the time. If that is all you do, people will tend to negate your comments over a period of time. People need helpful suggestions, too.

☑ You can use the WOW cards with a message on the back to let people know you took time to recognize their strengths. The WOOPS card can be used to give a constructive suggestion.

C. Human Dignity and Worth - Genuine recognition of a person's worth to an organization is a powerful force in communicating that people are valued. **CLIMATE CREATORS** know that when you implement a program of praise and recognition, it is important that all people in the organization are recognized for something. A good place to begin is by celebrating birthdays.

☑ You can pin a special ribbon on your employees as they celebrate their birthday. Write their name on the seal. Attached is a ribbon. Make these up for the entire year and keep them in a birthday file.

☑ Celebrating birthdays is just one example of the things that you can institute. Note the birthday card sent to all students in Kilbuck School, Bethel, Alaska. Principal Cliff Schadler celebrates each child's special day by presenting them with a VIP card.

Summary: Effective praise requires time, specific messages, and must be deemed important by the receiver. While we can get along without praise, it is the single most powerful message in shaping and reinforcing behavior. Praise that sees people as responsible and capable, and that builds intrinsic value is the very best. **CLIMATE CREATORS** concentrate on praising *well* rather than merely on praising *often*.

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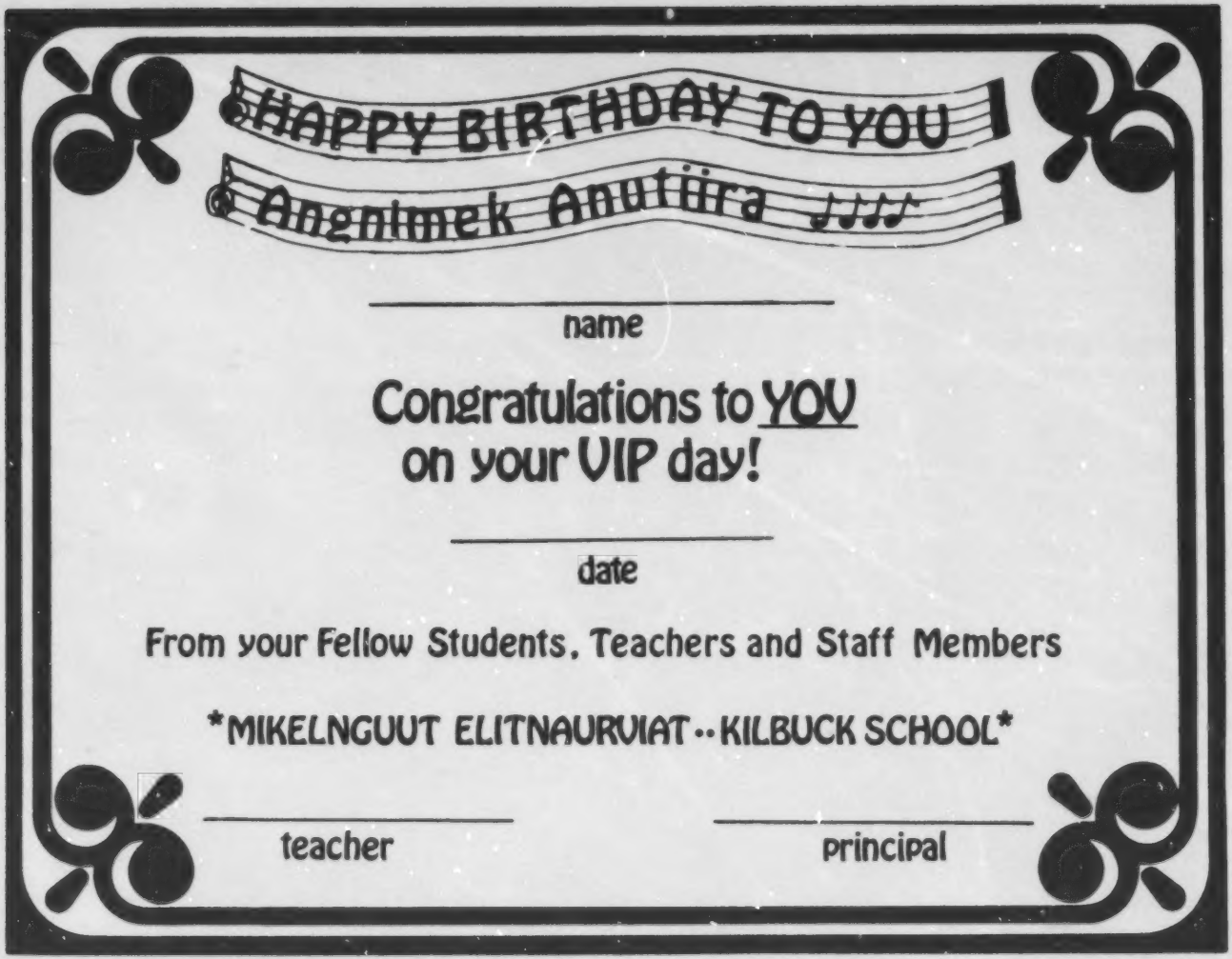
HAPPY BIRTHDAY TO YOU
Angnimek Anutiira
name
Congratulations to YOU
on your VIP day!
date
From your Fellow Students, Teachers and Staff Members
MIKELNGUUT ELITNAURVIAT - KILBUCK SCHOOL
teacher
principal

ELEVEN- HUMOR

A. Self Humor

B. Gresham's Law

C. Memo Mania

THERE IS VERY LITTLE EVIDENCE TO PROVE THAT LIFE HAS TO BE SERIOUS!

A. Self Humor - It's important to tickle the tensions out of self. Lest one begin to think **CLIMATE CREATORS** make no mistakes, we need to recognize that they make as many mistakes as the next person. The difference is that they do not take themselves so seriously. They're able to find the humor in their awkwardness and failures. In fact, the fun they make of themselves makes others feel more comfortable in a potentially stressful situation. You should only make fun of yourself and your differences or shortcomings. Humor lightens the tensions that so easily beset us as humans.

Tickle the tension out of the situation.

A story was related to a group of realtors about the difficulty domestic car dealers are having lately. One domestic car dealer was so depressed that he would take long walks along the beach hoping to relieve his depression. One afternoon, while walking along the beach, he was comtemplating suicide when he came upon a bottle in the sand. He picked it up and in picking it up, he rubbed it and out popped a genie. The

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genie said to the man, "You've saved my life. I've been in that bottle for 200 years. I have magic powers, and I'll grant you whatever you wish. What would you like?" The dealer said to him, "Well, genie, I'm in this automobile dealership business, and business is terrible. My wife has left me, my children are taking drugs, and I'm in terrible shape. But I understand that foreign car dealers are doing very well, but I'm a domestic car dealer. So, what I'd like is to be a foreign car dealer in a large, metropolitan area." The genie said, "It's done." The next day he woke up and found himself a *Chrysler* dealer in *Tokyo!*

Our world is full of one-ups-manship when it comes to "you don't know what I've been through." It seems like people have to paint a worse picture than the next guy. **CLIMATE CREATORS** sprinkle the challenges of life with humor. You can always identify them on an airplane which must return to the boarding area because of mechanical failure, rather than taking off. While some people become very tense, **CLIMATE CREATORS** realize that there is nothing that can be done. Because of their attitude, they sit back and try to find the humor in the situation.

Another example would be when a large city developer, who was renovating an old building, was asked how he could sleep since the interest rates keep climbing. The developer replied, "I sleep like a baby." A person standing close by countered, "What do you mean?" The developer answered, "I sleep for an hour, then wake up and cry for an hour!"

It's important to keep a balance. An over-indulgence in humor can work to the disadvantage of a person. It can only help when it is used in the proper place along with other responses. When you are having a difficult time making a small budget category work in your organization, a story such as this might lighten your day. There was a doctor who examined a patient and gave the patient just five months to live. But when the five months were up, and the patient had failed to pay his bill, the doctor gave him another five months to live!

☑ You can add humor to your organization by sending humorous notes to your employees.

☑ You can use humor to talk about things that might be difficult to talk about seriously. Humor is a way of softening things.

☑ You can use humor as a harmless way of expressing indirectly the ambivalence that is obvious in most close relationships. I heard the other day about a certain person who was so lacking in self confidence that he only says 'thank you' to vending machines!

B. Gresham's Law - *Silly ideas and foolish thoughts tend to drive intelligence and serious inquiry out of the market place of ideas.* When humor is used excessively, it can cause serious consequences. An over-indulgence in humor, or any other emotion, works against a person. **CLIMATE CREATORS** use humor sparingly. When they intervene with humorous statements, it is effective only because they do not over use it.

C. Memo Mania - Memos remain one of the most undervalued forms of written communication. More often than not, they are thrown together with the care and attention given to a shopping list, according to John Fitzgerald, principal in Empire School District. John recognized the importance of humor. Below is a copy of his memo which he sent to the staff.

☑ You can generate tremendous interest in memos by adding humor. Here's a good example.

TO: All Hands and Fingers

FROM: John Joseph Fitzgerald

DATE: December 3, 1981

SUBJECT: Automation Meets Busy Fingers/Idle Minds

There are various things wrong with our air cooling and heating system over which we, as mere professionals, have little or no control. One thing we can do is keep our pencil pickin' pinkies off the thermostats. There are several reasons why one should not set, re-set, or re-re-set a thermostat:

1. It doesn't do any good.
2. You'll pay for your sins of today, tomorrow.

This is what happens. Theodore Tamper decides at 3:00 P.M. that he is hot, (which he actually is) and sees the thermostat set for 69 degrees F. A-hah! He resets it to read 60 degrees F, so it'll really cool off fast. Two things result:

1. It cools down to 60 degrees F by about 6:00 P.M. because it takes time to accomplish all that cooling.
2. Theodore Tamper went home, still hot, at 5:00 P.M. and no one re-set the thermostat. The idiotic automation kept cooling the building all night and kept cooling it to 60 degrees F, so that when Tamper arrives at 8:00 A.M. the building is like a refrigerator.

Actually, Happy Howie, our custodian, had re-set it at 7:00 A.M. when he opened the school building. Tamper feels how cold it is and notices that the thermostat is set at 69 degrees F. Obviously it must be inacurate so he compensates (being a high technology scientist) by setting it up to 75 degrees F, and he, or someone else turns it way back to 60 degrees F to compensate for this faulty thermostat. And, away we go.
Moral: Don't try to play at being a thermosdynamicist. Leave it to Happy Howie.

Why does this memo work? It explains the problems and the proposed solution in an egalitarian manner. It demonstrates that a school administrator, like all staff members, shares the common problem. The story about Theodore Tamper and Happy Howie presents a clear picture without a lecture. Such an approach is much more likely to get teachers and other staff members' cooperation. (Humor isn't always the best way to handle things, but in this case, it worked.)

☑ You can take a potentially volatile issue like smoking/non-smoking, handicapped parking, or shoplifting, and have a humorous sign made, for example:

I don't smoke, but I do chew,
Don't blow your smoke on me and,
I won't spit on you!

A sign placed under a handicapped parking symbol sign read . . .

Handicapped Parking-If you park here and you're not handicapped, you will be before you leave!

A sign in a meat market read . . .

If you get caught shoplifting meat, you will find yourself in tomorrow's ground beef or sausage, depending on your fat content!

Summary: Humor is a powerful tool to use both in face to face and in written communication. Natural humor is the best. **CLIMATE CREATORS** set the tone by laughting at their mistakes. Their confidence in being

successful enables them to see the humor in their shortcomings. Humor can be used to talk about things that would be otherwise difficult to talk about. **CLIMATE CREATORS** sprinkle humor throughout their conversation so as to make even their most difficult problems seem manageable. Humor is successful when it is integrated and balanced with other values. Humor releases a self-creative chemical that works miracles in people.

LAWS

Roehling's Law for teachers: Have you a student
Who speaks out of turn?
Fights on the playground,
Never can learn?
Turns your class into
Unwilling defendants?
He'll wind up the year
With perfect attendance.

Caldwell's Law: "When you know you see a light at sea it is a light; but when you only think you see a light, it isn't."

Sapinsley's Law: "The number of things that do not get done each day increases in direct proportion to the amount of time available in which to do them."

Murphy's Law: "Whatever can go wrong, will."

Allen's Law: "Almost anything is easier to get into than out of."

Bedley's Law: "Only pioneers get arrows."

Parkinson's Law: "Work expands to fill the time you give it."

Douglas's Law: "Clutter expands to fill the space you give it."

Dubos's Law: "The willed future always prevails over the logical future."

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Only Pioneers Get Arrows

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TWELVE - DOERS

There is a great need for people not only to sift and sort what needs to be done, but to also do it.

A. **Behavior**

B. **Human Doing**

There are more people on this earth that will tell you it can't be done, than those who will tell you it can.

A. **Behavior -** There is a story about four people named Everybody, Somebody, Anybody, and Nobody. There was an important job to be done and they needed a doer. Everybody was asked to do it. Everybody was sure that Somebody would do it. Anybody could have done it, but Nobody did it. Somebody got angry about that because it was Everybody's job. Everybody thought that Anybody could do it, but Nobody realized that Everybody wouldn't do it. It ended up that Everybody blamed Somebody, when actually Nobody accused Anybody.

Sound familiar? **CLIMATE CREATORS** are doers not dreamers. They are givers not takers. They recognize that we often judge ourselves by out intentions, while others judge us by our behavior—what we actually DO!

When you become a doer, no one in the world can tell you it can't be done! The world is more preoccupied with knowing what and how to do something, than actually taking the first steps.

B. **Human Doing -** What we do speaks so loudly that people can't hear what we say. The Chinese proverb says that the journey of 1000 miles begins with the first step. This implies action. Perhaps we should change the term "human being" to "human doing." **CLIMATE CREATORS**

are "human doers." They do what needs to be done to build a positive work climate for themselves and others. They listen, really listen, to subordinates' suggestions, complaints, requests, statements of confusion, and then they act upon them. They see others as doers: productive, competent and capable. People are far more likely to be doers if they feel that way. People need creative engagement. They need to do something important.

MONKEY SEE, MONKEY DO.

James, the half brother of Jesus, said in James 1:22, "Be doers of the Word, not hearers only." Bill Stevenson, regional manager for Inmont, claims that one of the keys to successful sales is to demonstrate what they want their sales force to accomplish, even if that means wearing old clothes and spraying paint on a metal surface. Al Tomsik, a highly successful salesperson, claims that successful sales people are doers. They show first, then they tell, not tell and then show. **CLIMATE CREATORS** may think globally, but act locally. Their thoughts are not so fixed on the distal problems that they fail to act on the proximal problems.

DOER

I'd rather see a sermon than hear one, any day;
I'd rather one would walk with me, than merely tell the way;
The eye's a better pupil, and more willing, than the ear;
Find counsel is confusing, but example's always clear.
The best of all the preachers are the men who live their creeds;
For to see good put in action is what everybody needs;
I soon can learn to do it if you'll let me see it done;
I can watch your hands in action, but your tongue too fast may run.
The lecturers you deliver may be very wise and true;

But I'd rather get my lesson by observing what you do.
I may not understand the high advice that you may give;
But there's no misunderstanding how you act and how you live.

--Anonymous

Summary: We've been manipulated and trapped into a context called human beings. **CLIMATE CREATORS** are human doers. They recognize that others can lead if they see it done. They act, not react. Performance and achievement are the goals of doers. No one can tell a doer that it can't be done!

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rant me
the serenity
to accept the things
I cannot change;
the courage to
change the things
I can and the
intelligence to tell
the difference

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THIRTEEN - ELEMENTS OF CONTROL

CONTROL NEEDS TO LIE WITHIN, NOT BE BASED ON THE EXTERNAL CONDITIONS THAT HAPPEN IN OUR WORLD.

A. Response Styles

ANY PERSON OR SET OF CIRCUMSTANCES THAT CAUSES YOU TO GET ANGRY CONQUERS YOU.

A. Response Styles - All people get shoved in corners and act in ways that are somewhat unpredictable. **CLIMATE CREATORS** choose multifaceted responses, including the skill of sublimation, when faced with anxious and frustrating moments. They exhibit great clarity in how they perceive events in the world. They consciously and deliberately choose influential styles that enable others to feel safe and comfortable in their presence. **CLIMATE CREATORS** are keenly aware of the effect of their reactions on themself and on others. Their very thought patterns recognize that when people are angry, they are typically threatened in some way.

☑ You can improve your response toward people who are frustrated, angry or hostile by the following:

a. Being an empathetic listener
b. Trying to understand what they are afraid of. Behind all anger is fear.
c. Identifying with the person's feelings
d. Remembering what you felt like when you were upset and angry.
e. Being a calm, collected influence, and showing a lot of caring.

☑ You can help others understand their feelings and improve their

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response style by being kind.

☑ You can improve your responses by carrying a card that reminds you that overt anger controls you, rather than you controlling your own behavior. When people are angered, they tend to go where their feelings take them, rather than thinking through the rational steps of problem solving.

KEEP SMILING

ANYONE OR ANYTHING THAT MAKES YOU ANGRY CONQUERS YOU

☑ You can improve your responses by thinking through what you ultimately want to happen. Investigate alternative ways of achieving the same results.

☑ You can improve physical responses by having a few Hug Coupons around your organization.

Summary: We judge ourselves by our intentions, but others judge us by our responses. **CLIMATE CREATORS** recognize that they allow themselves to become angry; focus of control lies within and emotions are controlled in a multifaceted manner. Sublimation is vital in finding effective ways to express your feelings. **CLIMATE CREATORS** are a calming influence on people who allow their emotions to run wild.

FOURTEEN- INVITATIONS

INVITATIONS ARE THE MOST POWERFUL MESSAGES IN SHAPING SELF CONCEPT AND IN BUILDING RELATIONSHIPS IN AN ORGANIZATION.

A. **Invitations**

B. **Dis-invitations**

INVITATIONS ARE TO SELF-ESTEEM AS A FILAMENT IS TO A LIGHT BULB.

A. Invitations - The number of invitations we receive in our lifetime is directly correlated to our feelings of worth and self-esteem. People with numerous invitations (the invited) have a positive self-concept. People with few invitations (the dis-invited) have low self-esteem. When you ask an employee what they're really proud of in their work and they cannot tell you, their self-esteem is generally very low. People feel *invited* in an organization when . . .

a. A superior knows them by their name.

b. The employer helps people see the extraordinary rather than the ordinary.

c. The employer gives positive recognition for a job well done. (Behavior is maintained by it's consequence.)

d. The employer celebrates special days and events, such as birthdays and holidays.

e. The boss invites a staff member into the office for a positive conference.

f. Employees are invited to participate in decision making.

☑ You can extend special invitations to people in your organization. Design a special invitation card specifically for this purpose. (See the

Dear

You are cordially invited to attend a special conference

I look forward to meeting with you and learning more about you. The conference is scheduled to last approximately 15 minutes.

In anticipation your conference time is scheduled for at

Please let me know if you are coming (RSVP)

Yours, Bradley, Principal

Student Teacher

special invitation designed for children in an elementary school.) By having several cards printed, they can be placed on your desk as a reminder. If you extend invitations to five people each week, it will work miracles in your organization.

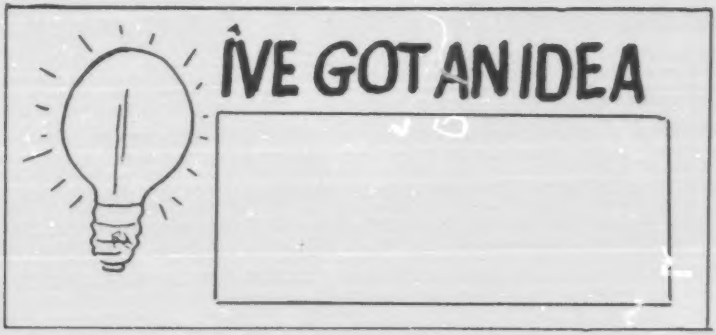
✓ You can design several different types of invitations for your organization. Include the following:

1. Parking places for visitors near the front door.
2. 3 minute parking spaces for urgent and emergency pick up.
3. Welcome sign on the door.
4. "Glad you're here today" buttons with your organizations name on them.
5. Training workshops for secretaries on "using words that invite."
6. Invitations to your office which has an open door policy.

☑ You can improve products and services by inviting ideas to be shared.

☑ Invite people by enccuraging people to develop an inviting spirit. See "Invitations" — ten most important invitations to extend to children. This was written to help parents build a child's self-esteem.

Summary: Invitations contribute most to a person's self concept. **CLIMATE CREATORS** have an inviting spirit coupled with practices that invite people to expand their capabilities, responsibilities and their uniqueness. They recognize that the disadvantage, unresponsible, and underachieving people in the world are the dis-invited. They use invitations to change people's destiny.



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Invitations

Ten Most Important Invitations to Extend to Children

1. **Invite** children to write **GOALS**. Written goals help children crystalize their thinking about the future. Teach children to prioritize their goals and list the steps it takes to accomplish them.

2. **Invite** children to go with you on trips to the harbor, airport, farm, factories, etc. Firsthand field experiences help children meet their life achievement goals.

3. **Invite** children to go to lunch with you so you can listen to them talk. They usually like to talk about their everyday experiences. Often to verbalize what's happening helps a child to understand concepts (especially when adults can help clarify).

4. **Invite** children to help you, especially with opportunities that interest them, (non-chore oriented). Adults need to let children know they need help from time to time.

5. **Invite** children to list the things they're "GOOD AT." Kids need to be proud of their accomplishments. They need reminders about their successful experiences. "GOOD AT" Lists help children as they encounter problems in their life.

6. **Invite** children to select TV programs the same way you invite them to select items from a menu. Choosing carefully in advance avoids the habit of just watching anything that's aired.

7. **Invite** children to learn how to express their needs and wants. There is a tendency for kids to describe behavior rather than what they need. Every human being has needs.

8. **Invite** children to be responsible by: (a) asking them to select chores, (b) budget money, (c) write agreements that are important to keep, (d) set goals, and (e) evaluate their work. The world will be a better place if we develop responsible people.

9. **Invite** children to make suggestions on how you can improve yourself as an adult. Suggestion days are great for all people. Give one to glow on (praise statement) and one to grow on (suggestion statement).

10. **Invite** children to look in a special place from time to time so they can see the special note that says, "I love you." Children that live with love and empathy can express it toward others.

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FIFTEEN - TIME

WE ALL HAVE THE SAME AMOUNT OF TIME. IT IS HOW WE MANAGE OURSELVES IN RELATION TO TIME THAT MAKES THE DIFFERENCE.

A. **Analysis of Time**
B. **Planned Time**
C. **A Look at the Little Hand**
D. **Microwave Managers**

TIME IS NOT ONLY MAN'S GREATEST LIABILITY, BUT ALSO HIS GREATEST ASSET.

A. Analysis of Time - CLIMATE CREATORS are masters of time. They are aware of how they spend their time. Awareness of the use of time will enable a person to make better choices with time. *Awareness*

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preceeds choice. **CLIMATE CREATORS** realize that everytime someone asks for their time, they must evaluate that request against their present use of time. Time cannot be storehoused, packaged, or saved. Analysis of time begins with the reality that we all have 168 hours per week. Whether you live in Alaska or at the equator, whether you are young or old, rich or poor, we all have the same amount of time. It is how we manage ourselves in relationship to time that will ultimately make the difference.

☑ You can begin by analyzing the way you spend your time each week. Take 168 hours and divide it up using the following categories. The process of revelation, studying what's happening, will reveal places where you have some time options (see page 92).

It seems like we never have enough time. **CLIMATE CREATORS**, while they too don't have enough time, seem to make it enough! They invest time and take action in tasks and activities that pay dividends in the future. **CLIMATE CREATORS** invest time where it will reap the greatest dividends. The effective time manager avoids wasting time on details, when larger considerations require attention. A more detailed analysis of time gives even more insights into work time.

☑ You can make better use of your time by studying how you budget your daily time.

DAILY TIME SCHEDULE

Time	Task/Activity	a) Fixed	b) Flexible	c) Controller of Time:		
				others	self	system
6:30						
6:45						
7:00						
etc.						

This can be accomplished by listing the time you start your work day and proceed through the day in fifteen minute intervals. Proceed by testing the tasks, followed by checks in the appropriate boxes.

a. Fixed time - no discretion - must be attended to

b. Flexible - your discretion - if there's time

c. Others - is the task delegated from superior or subordinate?

d. Self - is task self imposed? (something you want to do)

e. System - is the task necessary to fulfill laws, safety, etc.

B. Planned Time - CLIMATE CREATORS realize the value of well planned time. They are capable of doing the work of two or three people. They typically calendar two-thirds of their time. The reason they don't calendar all of their time is to reserve time for the emergent needs which often might hinder them from accomplishing their goals.

☑ You can manage time better if you set a time goal and list the steps needed to reach that goal. For example:

GOAL: To work on most difficult task early in the day.

STEPS:
1. Write myself an "important card"
2. Make arrangements with secretary to close office door for one hour in the morning.

TIME MANAGEMENT

GOAL: _____

_____

STEPS I need to take:

1. _____
2. _____
3. _____
4. _____

C. A Look at the Little Hand - First Four Minutes - Relationships are often established during the first few minutes of face to face communication. It tends to set the tone for the conference, the task, or the day, between couples, bosses and secretaries, teachers and students, and parents and children. If the first four minutes are spent up close and personal, the whole day seems to go better. The first four minutes is quality time in establishing the feeling tones for the day. It frequently will be a longer period of time, when the organization is larger.

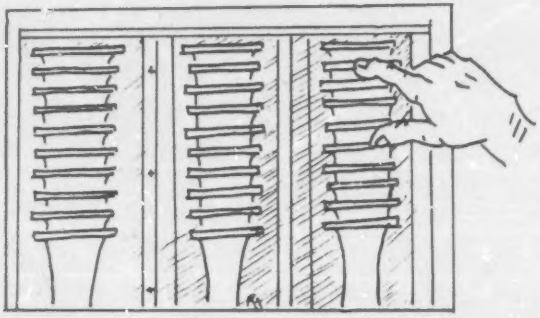
☑ You can improve the quality of time by focusing your attention on others by being friendly, kind, and considerate during the first four minutes of contact. The earlier the contact, the better, because if a climate destroyer proceeds you, it may be an up-hill struggle.

D. Microwave Management - Time is often squandered and misused by our inability to manage it in concise and deliberate ways.

☑ You can improve your use of time by organizing a time/task scan card system. Rather than the typical phone messages and note pads that

lie on top of each other and get cluttered, you can scan the cards daily in sixty seconds. The cards are big enough to jot notes under big ideas.

TIME/TASK SCAN CARD SYSTEM



You can improve your use of time by doing the following:

1. Schedule appointments always leaving buffer time in-between meetings and conferences.
2. Keeping your watch 5 minutes fast.
3. Developing a "put-off-for-now" file. (Who knows, you may never need to do them.)
4. Delegating everything you possibly can.
5. Handling each piece of paper only once.
6. Generating as little paper work as possible and throwing away anything that is possible.
7. Writing responses to most letters right on the letter itself.
8. Putting one big idea a day in the staff lounge or work area. (Use a chalk board or bulletin board.)
9. "Five-yarding-it" - breaking large projects down into small parts.
10. Using 60 second supervision techniques - 60 second goals - 60 second praise statements - 60 second reprimands.
11. Structuring your own phone calls by "need-to-ask-you-a-quick-question."
12. Making a lot of contacts in outer office by holding "stand-up" conferences.
13. Selecting people and items to be on schedule and agenda.
14. Selecting priorities that give high pay off.
15. Purchasing gifts, greeting cards, supplies and other predictable

items whenever you find something you like, even though it may be months ahead of the actual need.

16. Calendaring no more than two-thirds of available time.
17. "Batching-it" - put similar items together that can be done as a unit - phone calls, mail (evaluation conferences), etc.
18. Developing a file or computerized Form and Standard letters.
19. Setting time for tasks and meetings (begin on time and end on time.)
20. Taking 30 to 45 minute vacations daily.
21. Organizing day — they use task scanners to jog their memories.

22. Using travel time to meet personal needs - alone time, self-growth cassettes, etc.
23. Doing the hardest things first.
24. Taking the 107 days holidays and weekends - use them to have fun.
25. Writing short informative memos (color code).
26. Developing creative two-way communication tools.
    a. 48-hour grams
    b. half & half letter
    c. what's working/not working?
27. Conducting paper review — on-going evaluation of paper. "When in doubt, throw it out."
28. Attempting to make first draft the final one by leaving a blank for unidentified words to be filled in later.
29. Printing daily, weekly, and monthly bulletins to keep everyone informed.

TIME ANALYSIS

168 Hours Per Week

Time for . . .	What's Happening	What I Want to Happen
Sleep		
Family		
T.V./Reading		
Recreation		
Community/Church		
Alone		
Shopping		
Job		
Other		

Summary: When it comes to time, we all could use a little more of it. Since we cannot change the rising and setting of the sun, we must evaluate our present use of time, establish time management goals, and take the necessary steps to meet them. Improve quality time experiences (first four minutes with people, and communicate with brevity, will allow more time for the things we deem important).

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SIXTEEN WILDERNESS

OCCASIONAL ISOLATION IS TO A PERSON'S MENTAL HEALTH AS GOOD NUTRITION IS TO ONE'S PHYSICAL HEALTH.

A. Being Alone

A PERSON WHO IS ALWAYS SURROUNDED BY SOMEONE HAS DIFFICULTY IN HELPING OTHERS.

A. Being Alone - The wilderness beckons us to revel and renew ourselves in the warm sunlight among its majestic trees and brilliant skys. Whether one strolls leisurely along sandy beaches, treks along country roads, sits and observes a desert sunrise, or lies in an isolation tank, the need to be alone is one of our greatest needs. There is something very therapeutic about experiencing serenity in our lives. Even though it is apparent that we are faced with a petroleum crisis, people continue to solo on down the road as if there were no shortage. The greater need of being alone has superseded the lesser need to conserve fuel. Sometimes being alone simply means finding time to take a nap. if naps give you renewed energy, you might try coming in to work a half hour earlier, so that you can get aside during the day and rest a few minutes.

Summary: CLIMATE CREATORS realize the importance of having time for themselves to be alone.

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SEVENTEEN- GROWTH ORIENTED

LIFE IS WHAT HAPPENS TO US WHILE WE ARE PLANNING SOMETHING ELSE.

A. Eternal Learners

B. In-Process Education

> THE VIRTUE IN KNOWLEDGE IS UNDERSTANDING OUR IGNORANCE.
> --TAU TSE

A. Eternal Learners - Luigi Einaudi, the Italian educator, asserted that whoever says 'I know', knows only truths that are part of the accumulated patrimony of generations of thinkers, researchers and students of the past. We must indeed carefully preserve that patrimony, but never imagine that is is sacred and unchanging. **CLIMATE CREATORS** are eternal learners. They place the same expectations on themselves as young people in formal schooling. They realize that education is a life long process, and they continually seek knowledge and wisdom to help them understand themselves and their world.

CLIMATE CREATORS also have beliefs and convictions which do not change. If people do not have some unchangeable beliefs and convictions, they tend to live with negation. A set of beliefs enables them to be growth oriented. Beliefs gives them a foundation for growth.

David Kuntz, world explorer, after literally walking around the world taking four years and 27 pairs of shoes, said, "You can really understand the people of the world when you walk across the land. You cannot just get into your car and drive away when you want to."

Babe Ruth, of baseball fame, achieved greatness as a home run slugger. Pursuit of his goals enabled him to grow as a hitter and brought him worldwide recognition.

Mary Ann Dolan, editor of the metropolitan newspaper the Herald

WORKSHOP EVALUATION

Workshop presenter(s) _____

Program _____

Date _____

Evaluation:

(Mark where appropriate)

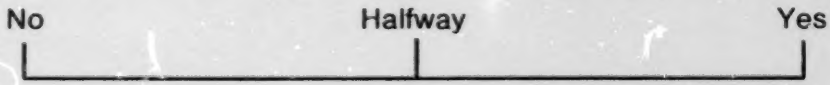
Comments: _____

_____

_____

_____

Were the purposes of the program met?



(Mark where appropriate)

Suggestions for future programs: _____

_____

_____

Examiner, claimed her father built tremendous confidence within her in the early years of her life by giving her the foundation to build a growing major newspaper.

John Marino, cyclist, proved that we have far more potential than what we are in reality. It took him only 12 days to pedal his bike across the United States.

Thomas Edison, inventor, tried 1000 filamen s before he invented the light bulb. Because he was willing to keep trying, he became the "Inventor of all Inventors."

John Goddard, pioneer, wrote down 126 goals when he was fifteen years old. This proved that he could attain what no other man had ever done. His miraculous solo expedition down the Nile was heralded as a masterful expedition. He accomplished over 106 of his goals by 1982, and he continues to grow as a result of his effort and perserverance.

B. In-Process Education - Education is a life long process. The more we learn, the more we realize how much more there is to learn. Education is a journey, one step after another. **CLIMATE CREATORS** realize that education is a series of responsibilities carried out in the context of relationships. They realize the need to grow in their understanding of what responsibility means, as well as refine their relationship skills. This can only occur when personal awareness is sharpened and fine tuned through the process of education.

☑ You can improve the quality of growth experiences by including on-going evaluations of employee workshops.

Summary: People who accomplish great things in their life are people who see themselves as eternal learners. **CLIMATE CREATORS** take advantage of formal and informal experiences to learn about responsibilities and relationships. They see new found knowledge and facts as places that merely hold a place in time, and help to weave future truths. They recognize that the deeper and deeper they look, the more questions there are to be answered.

Imagination is the preview of coming attractions
PRESIDENT

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EIGHTEEN - VISIONARY

HELPING SELF AND OTHERS FORESEE THEMSELVES, THE ORGANIZATION AND THE WORLD OF TOMORROW.

A. **Visualize**

B. **Anticipation**

C. **Forecasting**

> IMAGINATION IS THE PREVIEW OF COMING ATTRACTIONS.
>
> --ALBERT EINSTEIN

A. **Visualize** - Barbara Walters stated that "curiosity gives me courage. To me, the most important question is not the first but the second. And it's usually why: Why did you? Why didn't you? Why can't you?" **CLIMATE CREATORS** recognize that potential is greater than reality. They visualize and imagine what their organization can become. Ben Franklin foresaw that true science might someday give man the power over gravity for travel. "We may perhaps learn to deprive large masses of their gravity and give them absolute levity for the sake of transport . . ." **CLIMATE CREATORS** know that whatever we cannot visualize, we cannot possess. They see quality relationships enduring in their organization in the context of responsibilities. All stain glass windows, buildings, cars, airplanes, and relationships, etc., are the results of our visual curiosities.

B. **Anticipation** - Visionaries spend numerous hours mentally rehearsing potential situations of the future. They know if people can anticipate what they might encounter in their life, they will be able to function more fully and completely. **CLIMATE CREATORS** anticipate both the possible and the probable futures. While their mental rehearsals include seeing people as capable and responsible, they know that the jungle can creep in rather quickly. Behavior in the final analysis is unpredictable.

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Forecasting the future is as difficult as putting socks on an octopus.

C. Forecasting - Forecasting the future is as difficult as putting socks on an octopus or trying to play handball without a wall! **CLIMATE CREATORS** are cautious about their predictions. They know that people can be so married to their predictions that they fail to respond to the emergent needs that often are more important.

Summary: The future for us and our world will come as the result of the visions we create today. There are new forms of transportation, new medicines, new architectural schemes, and new ways of building positive relationships that are just waiting to be discovered. **CLIMATE CREATORS** envision what they want. They have great imagination. They spend hours mentally rehearsing the best ways to build positive relationships and a positive work climate. They anticipate more than most and are cautious about specific forecasts, especially gloom and doom predictions.

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NINETEEN- LOVE

LOVE MODELS WHAT IS RIGHT RATHER THAN POINTS OUT WHAT IS WRONG.

A. Love and Fear

B. Love and Skill

WHEN LOVE AND SKILL WORK TOGETHER, EXPECT A MIRACLE.

A. Love and Fear - It is difficult to believe how you can run an effective organization without some recognition of the importance of compassion. Often we fail to care because of our own fears of rejection, of failure, and of the unknown. Love is letting go of our fears. For there is no fear in love. Perfect love casts out fear. There is a total absence of fear.

CLIMATE CREATORS are compassionate. They extend and expand, not compare and measure. Love is everything of value. Fear can offer us nothing because it is void of substance. While we cannot get rid of all our fears, ☑ we can begin to identify what our fears are and begin to deal with them one at a time. Make a list of your fears. This process of revelation will help you see that over 70% of the things that you fear never happen to you.

☑ You can reduce your fears by the following examples:

1. Avoidance - avoid fearful situations. If you fear heights, don't go up in tall buildings.
2. Escape - if you do get yourself in high places, try to leave as soon as you can.

B. Love and Skill - If you know the word love, it doesn't mean that you know how to love.

☑ You can create an attitude of love by defining what love is. Ask your employees to pick three of the qualities that they would like to see more of, both in themselves and in the organization. These qualities can be typed

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on a piece of paper. (See List #1 below.) Then give your employees another list of traits and ask them what they are. People will discover that list number two is the opposite traits as those in list number one. List #1 are the givers. List #2 are the takers. As you study the first list, you come to recognize that love is tolerant, serene, kind, humble, unselfish, courageous, trustworthy, hopeful, enduring, understanding, truthful, and content. List number one really describes a **CLIMATE CREATORS**. List number two describes climate destroyers. When people have the list #1 qualities, the climate will broadcast to all those who enter the door that this is not just another organization. This is a *great* organization!

List #1	List #2
1. Love	1. Hate
2. Tolerance	2. Impatience
3. Serenity	3. Turmoil
4. Kindness	4. Cruelty
5. Humility	5. Arrogance
6. Selflessness	6. Selfishness
7. Courage	7. Fear
8. Trust	8. Distrust
9. Hope	9. Despair
10. Endurance	10. Resignation
11. Understanding	11. Ignorance
12. Truth	12. Deceit
13. Contentment	13. Jealousy

Organizations with positive climate are places where people genuinely care, respect, and trust one another. In this type of an organization, people feel a high sense of pride and ownership which comes from each person having an important role.

In the movie "On Golden Pond," Katherine Hepburn modeled a caring woman, full of energy and love. Her care literally ran the switch board of her family life, a **CLIMATE CREATOR** supreme. She delivered pure meaning from one person to another. Her care softened ultimatums, explained reasons behind behavior, and kept communication lines open and flowing.

Summary: The two major forces in an organization are fear and love. Organizations with a positive climate have people who not only know the word love, but who also demonstrate caring in the numerous interpersonal contacts that they have daily.

1. Love models what is right.
2. Love is the total absence of fear.

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3. Love asks no questions.
4. Love is immeasureable.
5. Love is patient.
6. Love invites people to join.
7. Love extends truth.
8. Love unites.
9. Love is forgiving.
10. Love is everything of value.

People must first recognize a need for change

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TWENTY- CHANGE

A. **Physical Environment**
B. **Internal Change**
C. **Things We Cannot Change**

> LEAVE THE BEATEN PATH OCCASIONALLY, AND YOU WILL DISCOVER THINGS YOU NEVER THOUGHT OF BEFORE.
> A. BELL

A. Physical Environment - Climate, like the weather, is most exciting when it changes. There have been numerous studies that support the conclusion that a new paint job, new plants, new decor, all these add greatly to a positive work climate. These are things that are easiest to change and can be done overnight.

B. Internal Change - There is an everlasting struggle in every mind between the tendency to be comfortable and the need to renovate our ideas. Since change is inevitable, we must change if we are going to influence others. One of the tragedies of life is to see a number of people die — die within. They no longer make an effort to change. Organizations with positive climate are constantly changing as **CLIMATE CREATORS** reshape these in accordance with human needs. In such organizations, improvement is everybody's business. Change, even to those who resist it, cannot be stalled indefinitely. It pushes us from behind.

You can change and help people change when . . .

1. You see a need to change.
2. You know how to change.
3. You are involved actively in the change process.
4. You are secure in changing.
5. You are encouraged and supported in changing.

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C. Things We Cannot Change - The serenity prayer states - God grant me the serenity to accept the things I cannot change, to change the things I can, and the wisdom and discernment to know the difference.

Summary: Change is inevitable. There are two basic ways to approach change. We can change the organization or change internally. Changing the organization is the easiest. It can be done overnight by bringing some indoor plants or adding music as a background tone setter. Internal change is far more difficult. People must first recognize the need for change, next know how to change and finally, feel secure and supported in changing. **CLIMATE CREATORS** recognize that there are things they can change and things they cannot change. They change their organization because of their desire to make a difference in the world. Their dissatisfaction with the way things are causes them to act. Because of their commitment, they see a change through to completion, regardless of any setbacks.

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CONCLUSION

Climate engenders behavior. Organizations with positive climate are cohesive places. People have great clarity about the purpose and goals of the organization. People-centered belief and value systems are predominant throughout the organization. People are intrinsically motivated to take responsibility for their own actions. People control their emotions from within, rather than allowing outside circumstances to influence them. Problems are seen as questions that need to be solved. Humor is encouraged but not over done. Needs are met and specific praise is genuinely given. Enthusiasm is not only valued, but it is also the electricity of a positive work climate; it is manifested everywhere. Effectiveness is the focal point of improvement. Human doers permeate the environment with pride in their accomplishments. Behind this positive ethos is a foundation of love and care. When you have a positive climate, you can expect responsible, dependable, ambitious people.

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—— Climate Creators ——

I'VE COME TO A STARTLING CONCLUSION THAT
I AM THE DECISIVE ELEMENT IN MY ORGANIZATION.
IT'S MY APPROACH AND RESPONSE THAT CREATE CLIMATE.
IT'S THE CONTROL AND DIRECTION OF MY EMOTIONS THAT GENERATES BEHAVIOR.

AS A LEADER,
I POSSESS SIGNIFICANT INFLUENCE THAT ENABLES PEOPLE TO FEEL POSITIVE OR NEGATIVE.
I CAN BRING HOPE OR DESPAIR, TRUTH OR DECEIT.
I CAN HUMILIATE OR HUMOR, HINDER OR HEAL.

IN THE THINGS THAT CONFRONT ME,
IT'S MY RESPONSE THAT DECIDES WHETHER THERE WILL BE TURMOIL OR SERENITY.
I CAN BE KIND OR CRUEL, PATIENT OR IMPATIENT, FEARFUL OR COURAGEOUS.

THAT CONCLUSION ALSO TELLS ME THAT IT IS THROUGH ACTS OF COMPASSION THAT LOVE PREVAILS.
FOR LOVE DOES NOT POINT OUT WHAT IS WRONG, BUT MODELS WHAT IS RIGHT.

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